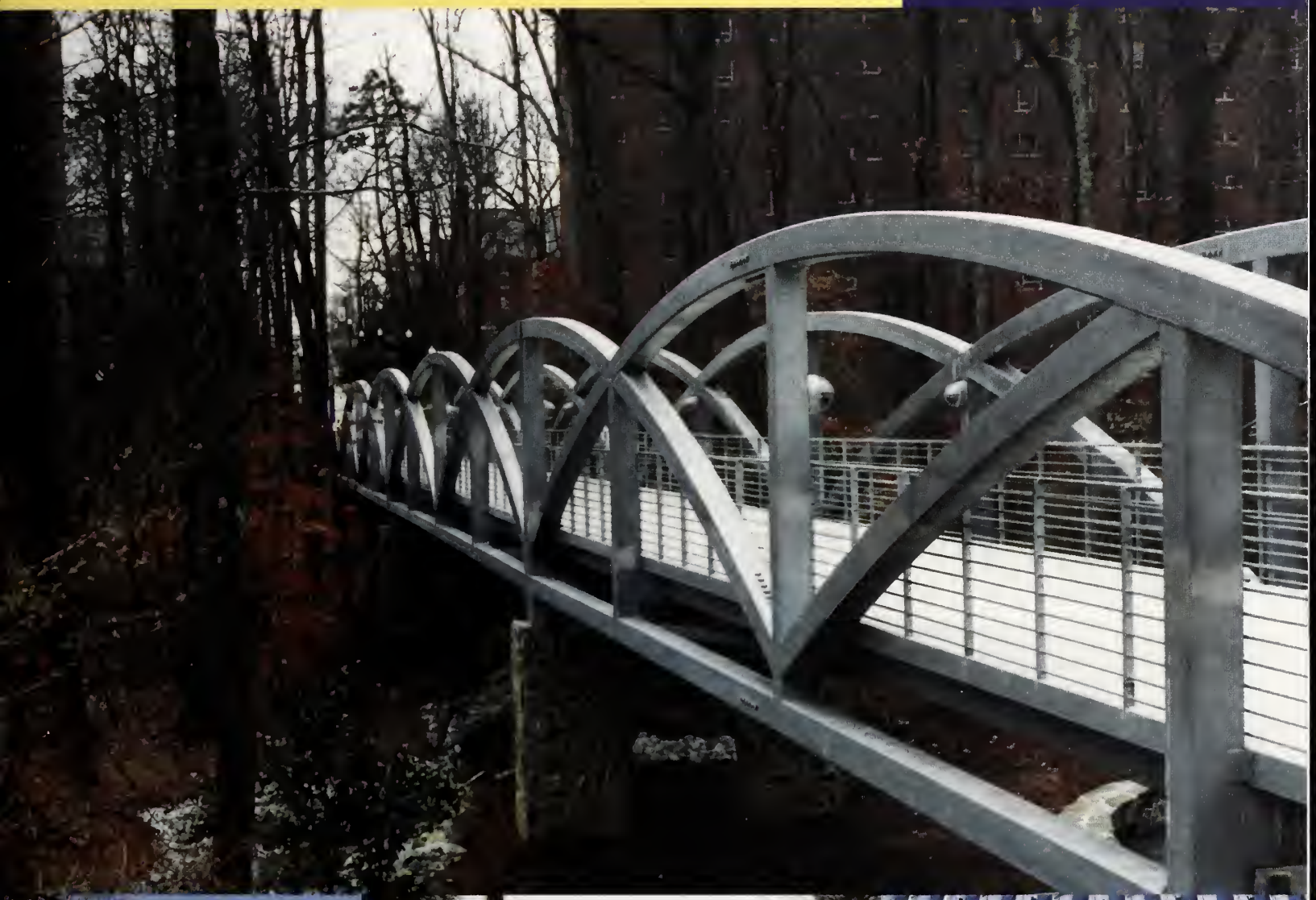
Undergraduate Bulletin
2005–06



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

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Equality of Educational Opportunity

The University of North Carolina at Greensboro is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, creed, gender, national origin, political affiliation, religion, sexual orientation, age, or disability. Moreover, The University of North Carolina at Greensboro is open to people of all races and actively seeks to promote diversity.

This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973. The Affirmative Action Officer, PO Box 26170, UNCG, Greensboro, NC 27402-6170, (336/334-5009), is responsible for coordinating compliance and investigating complaints.

Policy on Discriminatory Conduct

(Approved by the Chancellor, April 27, 1990; Amended September 10, 2001)

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNCG supports policies, curricula and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG is committed to equal opportunity in education and employment for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

This policy applies internally as well as to the University's relationships with outside organizations, except to the extent that those organizations, including the federal and State government, the military, ROTC, or private employers do not yet recognize sexual orientation as protected.

The University's educational and employment practices are consistent with Section 103 of The Code of The University of North Carolina. In addition, the University complies with North Carolina General Statutes 126-16 and 126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and other federal and state laws relating to discrimination in educational programs and employment. In accord with Executive Order 11246, the University has in place an Affirmative Action Plan which states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation or sexual orientation.

Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation. Students should contact the Office of Student Affairs.

Retaliatory action of any kind will not be tolerated against any person for making a good faith report of discrimination or on the basis of that person's participation in any allegation, investigation or proceeding related to the report of discriminatory conduct. Every UNCG employee and student is charged with the responsibility to be aware of and abide by this policy. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

This policy may also be found at www.uncg.edu/apl/POLICIES/ivb005.html.

Equity in Athletics Statement

Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in UNCG's intercollegiate athletics programs may be obtained from the UNCG Athletic Department, 337 HHP Building, UNCG, Greensboro, NC 27402.

Right-To-Know Statement

Pursuant to the federal Student Right-to-Know Act, UNCG graduation rates may be obtained from the Office of Student Academic Services, 159 Mossman Building, UNCG, PO Box 26170, Greensboro, NC 27402-6170.

Catalog Issue for the Year 2004–05
Announcements for 2005–06
Vol. 93, Undergraduate Bulletin 2005–06

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THE UNIVERSITY *of* NORTH CAROLINA

GREENSBORO

One-Hundred-and-Fourteenth Annual Undergraduate Bulletin

2005–06

The Undergraduate Bulletin is also available on the Web at
www.uncg.edu/reg

ACADEMIC CALENDARS

Fall Semester 2005

August 9, Tuesday	Fall semester opens
August 9, Tuesday	Undergraduate academic suspension appeals deadline
August 9–13, Tues.–Sat.	Orientation, Advising, Registration for all students based on student population and classification
August 10, Wednesday	State of the Campus Address and Faculty Convocation
August 11, Thursday	Orientation for new graduate students
August 15, Monday	Classes begin, 8:00 A.M.
August 15–19, Mon.–Fri.	Late registration and schedule adjustment
August 19, Friday	Last day to change courses or course sections without special permission
August 19, Friday	Financial Aid satisfactory academic progress appeals deadline
August 19, Friday	Last day to drop course for tuition and fees refund
August 22, Monday	Deadline for graduate students to apply to graduate in December 2005
September 1–30	Undergraduate students planning to either declare or change major should do so during this time.
September 5, Monday	Labor Day holiday. Classes dismissed; offices closed.
September 12, Monday	Deadline for undergraduates to apply to graduate in December 2005
September 23, Friday	Six weeks progress reports due in University Registrar's Office
October 3, Monday	Founders Day
October 7, Friday	Instruction ends for Fall Break, 6:00 P.M.
October 7, Friday	Last day to drop courses without academic penalty
October 12, Wednesday	Classes resume after Fall Break, 8:00 A.M.
Oct. 12–Nov. 11, Wed.–Fri.	Spring semester advising for continuing students, by appointment
Oct. 26–Nov. 11, Wed.–Fri.	Spring 2006 registration for continuing students
October 28, Friday	Final date for December doctoral candidates oral examinations
November 11, Friday	Filing deadline for one signed copy of dissertation, The Graduate School
November 22, Tuesday	Instruction ends for Thanksgiving holiday, 10:00 P.M.
November 28, Monday	Classes resume, 8:00 A.M.
November 28, Monday	Filing deadline for one copy of thesis, The Graduate School
December 5, Monday	Last day of classes
December 6, Tuesday	Final date for complete clearance of December graduate degree candidates
December 6, Tuesday	Reading Day
December 7–9, 12–14, Wed.–Fri., Mon.–Wed.	Final examinations
December 10, Saturday	Tentative official final exam makeup day
December 15, Thursday	December Commencement, Greensboro Coliseum
December 16, Friday	Tentative official final exam makeup day

Approved by the Chancellor 02.25.03

Contact the UNCG Counseling and Testing Center for exact dates of qualifying examinations.

Academic Calendars

Spring Semester 2006

January 3, Tuesday	Undergraduate academic appeals deadline
January 3–7, Tues.–Sat.	Orientation, Advising, Registration for all students based on student population and classification
January 9, Monday	Classes begin, 8:00 A.M.
January 9–13, Mon.–Fri.	Late registration and schedule adjustment
January 13, Friday	Financial Aid satisfactory academic progress appeals deadline
January 13, Friday	Deadline for undergraduates to apply to graduate in May 2006
January 13, Friday	Last day to change courses or course sections without special permission
January 13, Friday	Last day to drop a course for tuition and fees refund
January 16, Monday	Dr. Martin Luther King, Jr. holiday. Classes dismissed; offices closed.
January 17, Tuesday	Deadline for graduate students to apply to graduate in May 2006
February 1–28	Undergraduate students declare or change major in February.
February 13, Monday	Deadline for undergraduates to apply to student teach during spring 2007
February 17, Friday	Six weeks progress reports due in University Registrar's Office
March 1, Wednesday	Financial Aid priority filing date for 2006–07 academic year
March 4, Saturday	Instruction ends for Spring Break, 1:00 P.M.
March 13, Monday	Classes resume after Spring Break, 8:00 A.M.
March 15, Wednesday	Last day to drop course(s) without academic penalty
March 22, Wednesday	Final date for May doctoral candidates oral examinations
Mar. 14–Apr. 13, Tues.–Thu.	Summer and/or fall advising for continuing students, by appointment
Mar. 28–Apr. 13, Tues.–Thu.	Summer and/or fall 2006 registration for continuing students
April 5, Wednesday	Deadline for filing one signed copy of dissertation, The Graduate School
April 14, Friday	Spring Holiday. Classes dismissed; offices closed.
April 18, Tuesday	Deadline for filing one copy of thesis, The Graduate School
May 2, Tuesday	University follows Friday schedule; last day of classes.
May 3, Wednesday	Final date for complete clearance of May candidates for graduate degrees
May 3, Wednesday	Reading Day
May 3, Wednesday	Excellence Day
May 4–6, 8–10, Thur.–Sat., Mon.–Wed.	Final examinations
May 12, Friday	May Commencement, Greensboro Coliseum

Summer Session 2006

May 15, Monday	M.B.A. classes begin
May 17, Wednesday	First summer session classes begin
May 24, Wednesday	Deadline for graduate students to apply to graduate in summer 2006
May 30, Tuesday	Deadline for undergraduates to apply to graduate in summer 2006
June 20, Tuesday	First summer session final examinations
June 22, Thursday	Second summer session classes begin
July 3, Monday	Classes dismissed; offices open
July 4, Tuesday	Independence Day holiday; classes dismissed; offices closed
July 28, Friday	Second summer session final examinations
August 8, Tuesday	Summer graduation date

Approved by the Chancellor 02.25.03

Contact the UNCG Counseling and Testing Center for exact dates of qualifying examinations.

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Chancellor's Welcome

Patricia A. Sullivan
Chancellor

We are delighted that you have joined this special community of scholars. We take great pride in being a diverse student-centered research university, linking the Piedmont Triad to the world through learning, discovery, and service.

For more than a century, The University of North Carolina at Greensboro has been educating students from North Carolina, the nation, and the world. Our nationally recognized programs and faculty, combined with a diverse range of opportunities for the development of a student's interests and leadership skills, make the UNCG experience a uniquely enriching and challenging one. The success of our graduates serves as testimony to the effectiveness of a UNCG education. They are widely respected by potential employers as well as graduate and professional schools. UNCG alumni are noted for their life-long contributions to their professions and service to their communities. Daily they act to fulfill UNCG's motto of "service."

The *Undergraduate Bulletin* is one of your most valuable resources as you undertake your academic career. It describes the nature of our academic programs and student support services as well as the policies which govern them. Please take the time to become familiar with this important text.

Welcome to UNCG! I know that you will find faculty and staff who are committed to providing a challenging yet supportive environment in which you will be encouraged to realize your full potential and achieve your educational goals.

1. Introduction

UNCG Profile

The institution which is now The University of North Carolina at Greensboro was chartered in 1891 to provide higher education for women. Formerly The Woman's College—one of the three original institutions of The Consolidated University of North Carolina—it has been highly regarded now for 114 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. See chapter 9, **History of UNCG,** for complete details.

In fall 2004, the student body of UNCG—68% female and 32% male—was comprised of approximately 14,644 men and women, about 78% of whom were undergraduate and 22% graduate students. The Division of Continual Learning has grown to a total enrollment in academic credit courses of 623, including 441 graduate students. While 93% of the undergraduates were from North Carolina, students from 46 other states and 81 foreign countries were represented in the student body. Undergraduate minority enrollment was 30.4%, including 19% African American students. Approximately 67% of UNCG students received some type of financial aid.

Among the 889 faculty members are nationally known scholars whose research and creative work regularly contribute new knowledge to their fields; 81.1% of full-time faculty hold terminal degrees in their disciplines. The estimated ratio of students to faculty was 16 to 1 in fall 2004. See chapter 9 for a listing of **Teaching Faculty**.

UNCG faculty members remain committed to excellence in teaching, research, and public service, and are easily accessible to students through an advisory system and on an informal basis.

Academic Programs

The University is organized into a College of Arts and Sciences and six professional schools—the Joseph M. Bryan School of Business and Economics; School of Education; School of Health and Human Performance; School of Human Environmental Sciences; School of Music; and School of Nursing. Undergraduates have a choice of over 100 areas of study from which to select a major or concentration within a major leading to one of seven undergraduate degrees: Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.M.), Bachelor of Science (B.S.), Bachelor of Science in Medical Technology (B.S.M.T.), Bachelor of Science in Nursing (B.S.N.), and Bachelor of Social Work (B.S.W.).

The UNCG Board of Trustees, acting within the framework outlined for UNCG by The University of North Carolina Board of Governors, determines general directions for UNCG's academic programs. Direct responsibility for administering academic programs rests within the various academic units.

The Chancellor has the responsibility for the administration of all campus programs, academic and non-academic. The Provost coordinates and oversees the graduate and undergraduate academic programs on the UNCG campus.

The University faculty through the Faculty Senate and the Undergraduate Curriculum Committee determines the general framework for UNCG undergraduate degree requirements and approves the programs proposed by academic units.

Approximately 1,700 courses offered in as many as 3,300 sections are available each semester. In addition, since UNCG is a member of the Greater Greensboro Consortium, students may cross-register without additional tuition at Bennett College, Elon University, Greensboro College, Guilford College, Guilford Technical Community College, High Point University, and North Carolina Agricultural and Technical State University.

The University also offers doctoral degrees in 20 areas of study, master's degrees in a wide variety of concentrations, and several post-master's certificates. *The Graduate School Bulletin* describes these programs in complete detail.

Most undergraduate degree programs require 122 semester hours with a minimum of 27 hours of work in the major. See **University Requirements** and **Academic Units** for complete descriptions of academic programs and University degree requirements.

Many special academic programs are also available for undergraduates. Among these, Teacher Education has a long tradition. Four UNCG schools and several departments within the College of Arts and Sciences offer programs leading to teacher licensure in North Carolina and qualification for licensure in most other states. Students may select licensure programs in 21 subject areas. See **Teacher Education Programs** for complete details.

The Honors Programs provide opportunities for broad interdisciplinary study, for advanced work in the major, and independent projects leading to special recognition at graduation.

Special interdepartmental academic programs offer majors and minors in African American Studies, Archaeology, Environmental Studies, International Business Studies, International Studies, Humanities, Linguistics, Medical Technology, and Women's and Gender Studies.

UNCG's seven preprofessional programs offer all courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

Independent study, tutorials, and internships are available in most schools and departments.

Residential College, Cornelia Strong College, and Ione Grogan College each provide unique settings for innovative study and unity of academic and social experiences for students.

Students interested in study abroad for academic credit may select from several opportunities available through summer study, semester abroad, or the junior year abroad program. See **Study Abroad** for complete descriptions.

The University Community

The 93 buildings on the attractively landscaped campus on Spring Garden Street reflect the 114-year history of the University from the oldest, Foust (1892), to those currently under construction and renovation.

The new science building opened in time for the fall 2003 semester and the newly renovated Elliott University Center reopened in January 2003. Plans are under development for a number of additional renovation and construction projects to be funded by the bond issue passed by North Carolina voters in November 2000.

UNCG is especially rich in the diversity of its arts programs. Weatherspoon Art Museum, located in the Anne and Benjamin Cone Art Building, houses what is considered to be the most outstanding permanent collection of contemporary art in the Southeast and offers a showcase for student and faculty work.

University Dance programs provide performance and choreographic opportunities for qualified graduate and undergraduate students in dance. In music, student performing organizations are open to all students by audition.

A wide-ranging program in theatre has five production programs including the Workshop Theatre, Studio Theatre, UNCG Theatre, the North Carolina Theatre for Young People, and the Summer Repertory Theatre. A student-managed campus radio station, WUAG, is housed in Taylor Building. The University Concert/Lecture Series brings exciting and innovative programs in the performing arts to the campus.

The many opportunities and services for students, including Residence Life, are described in **The University Community**.

Student Health Services provides full-time medical services, while the Counseling and Testing Center offers personal counseling, psychotherapy, and outreach programs to assist students with their adjustment to college.

The Career Services Center assists students in planning their careers and securing full-time employment after graduation.

The Elliott University Center (EUC) provides space for student government, student publications, and many student organizations, as well as offering a food court, study rooms, meditation space, game room, movies, concerts, lectures, dances, and parties. The offices of Adult Students, Career Services, Disability Services, Multicultural Affairs, Orientation, and Student Life are located in EUC.

The Student Plaza and Fountain, situated in the middle of the campus, is a popular location for outdoor events and informal gatherings.

There are 170 affiliated clubs and organizations at UNCG, including honor societies, national societies, service organizations, departmental, professional, religious, and general groups, musical, media organizations, and sports clubs. UNCG is one of only six higher educational institutions in North Carolina approved to have a chapter of Phi Beta Kappa.

Eight Greek fraternities and ten sororities have chapters on campus and offer a channel for social growth.

UNCG has a sixteen-team intercollegiate athletics program and competes in the NCAA Division I and the Southern Conference. A wide choice of intramural sports and club sports is also offered on campus.

The well-equipped recreation center offers a full range of recreational services to the campus, including an indoor climbing wall.

The UNCG campus is located near the center of Greensboro, the state's third largest city. Greensboro has a population of 229,180, while the greater Triad area has a population approaching 1,096,000. Located midway between Washington and Atlanta, Greensboro is less than two hours from the Blue Ridge mountains, about three hours from the Atlantic coast, and is served by Piedmont Triad International Airport. Greensboro is a dynamic city, offering a splendid setting for a university. In return, for more than a century, UNCG has enriched Greensboro with its widely diversified academic community.

Accreditation

The University of North Carolina at Greensboro is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia, 30033-4007; telephone 404/679-4501) to award Bachelor's, Master's, Specialist's, and Doctor's degrees.

Teacher Education programs have been approved at the state level by the North Carolina Department of Public Instruction and at the national level by the National Council of Accreditation in Teacher Education.

Programs in the professional schools and in certain departments of the College of Arts and Sciences are also accredited by relevant professional agencies. Where applicable, such accreditation is noted in the respective sections in Academic Units and alphabetical departmental listings.

The Mission of The University of North Carolina at Greensboro

Approved by Chancellor Sullivan, August 4, 2003
following review by the Executive Staff
Endorsed by the Board of Trustees, August 28, 2003

The University of North Carolina at Greensboro is a diverse, student-centered research university, linking the Triad and North Carolina to the world through learning, discovery, and service. As a doctorate-granting institution, it is committed to teaching based in scholarship and advancing knowledge through research. The College of Arts and Sciences and six professional schools offer challenging graduate and undergraduate programs in which students are mentored by outstanding teachers, including nationally and internationally recognized researchers and artists.

Affirming the liberal arts as the foundation for lifelong learning, the university provides exemplary learning environments on campus and through distance education so that students can acquire knowledge, develop intellectual skills, and become more thoughtful and responsible members of a global society. Co-curricular, residential, and other programs contribute to students' social, aesthetic, and ethical development.

The University of North Carolina at Greensboro is a community in which people of any racial or ethnic identity, age, or background can achieve an informed appreciation of their own and different cultures. It is a community of actively engaged students, faculty, staff, and alumni founded on open dialogue, shared responsibility, and respect for the distinct contributions of each member.

The Vision Statement of The University of North Carolina at Greensboro

Approved by Chancellor Sullivan August 4, 2003,
following review by the Executive Staff
Endorsed by the Board of Trustees August 28, 2003

The University of North Carolina at Greensboro is a diverse, student-centered research university, linking the Triad and North Carolina to the world through learning, discovery, and service.

UNCG's Vision for Teaching and Learning

UNCG embraces student learning as its highest priority and provides exemplary learning environments. The University establishes a diverse community of learning in which individual differences are valued and interactions are encouraged in an atmosphere of mutual respect.

The faculty are committed to introducing students to the most important knowledge and research in their disciplines, fostering intellectual depth and breadth, and opening students to new possibilities for understanding themselves and the world. The faculty employ the growing body of knowledge about learning and work continually to evaluate and improve their teaching methods and materials. UNCG views learning as a shared responsibility, and accordingly,

- maintains clear, high, and consistent learning goals,
- provides a variety of opportunities which foster intellectual growth,
- empowers individuals to take responsibility for their own learning,
- recognizes and supports diverse learning styles and levels of development,
- incorporates appropriate informational and instructional technologies,
- encourages the integration of knowledge across disciplines, and
- utilizes assessment, evaluation, and feedback to improve teaching and learning.

UNCG expects all students to communicate clearly and to make effective use of technology appropriate to their studies. Students are encouraged to be actively engaged in their education. UNCG graduates should be ready to continue as lifelong learners and to face the challenges that will confront them as responsible citizens of the state, the nation and the world.

Policy on Discriminatory Conduct

Approved by the Chancellor, April 27, 1990
Amended September 10, 2001

The University of North Carolina at Greensboro is committed to the principle that educational and employment decisions should be based on an individual's abilities and qualifications and should not be based on personal characteristics or beliefs that have no relevance to academic ability or to job performance. Accordingly, UNCG supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community. UNCG will not tolerate any harassment of, discrimination against, or disrespect for persons. UNCG is committed to equal opportunity in education and employment for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation, or sexual orientation.

This policy applies internally as well as to the University's relationships with outside organizations, except to the extent that those organizations, including the federal and State government, the military, ROTC, or private employers do not yet recognize sexual orientation as protected.

The University's educational and employment practices are consistent with Section 103 of The Code of The University of North Carolina. In addition, the University complies with North Carolina General Statutes §126-16 and §126-17, Title VII of the Civil Rights Act of 1964, as amended, the Civil Rights Restoration Act of 1988, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and other federal and state laws relating to discrimination in educational programs and employment. In accord with Executive Order 11246, the University has in place an Affirmative Action Plan which states the University's commitment to the concept and practice of equal employment opportunity for all persons regardless of race, color, creed, religion, gender, age, national origin, disability, military veteran status, political affiliation, or sexual orientation.

Any employee who believes he or she has been treated unfairly based on any of the above characteristics should contact his or her immediate supervisor, or the next level supervisor if the immediate supervisor is the subject of the allegation. Students should contact the Office of Student Affairs.

Retaliatory action of any kind will not be tolerated against any person for making a good faith report of discrimination or on the basis of that person's participation in any allegation, investigation, or proceeding related to the report of discriminatory conduct. Every UNCG employee and student is charged with the responsibility to be aware of and abide by this policy. Failure to abide by this policy may subject the violator to disciplinary action up to and including dismissal.

This policy may also be found at www.uncg.edu/apl/POLICIES/ivb005.html.

Affirmative Action Program

The Code adopted by the Board of Governors of The University of North Carolina affirms the following statement:

> Admission to, employment by, and promotion in The University of North Carolina and all of its constituent institutions shall be on the basis of merit, and there shall be no discrimination on the basis of race, color, creed, religion, sex, or national origin. (chapter 1, Section 103)

At The University of North Carolina at Greensboro, the following statement has been formulated to express the commitment to Affirmative Action:

> In addition to adherence to the UNCG Policy on Discriminatory Conduct, the University aims to achieve within all areas of employment a diverse faculty and staff capable of providing for excellence in the education of its students and for the enrichment of the total University community. In seeking to fill openings, every effort will be made to recruit in such a way that women, minorities, disabled persons, and veterans will have an equal opportunity to be considered for and appointed to all vacant positions. All appointments, promotions, and all other personnel actions, such as compensation, benefits, transfers, training and educational programs, tuition assistance, travel assistance, research grants, support for graduate assistants, social and recreational programs, will be administered without regard to race, color, creed, religion, gender, national origin, age, political affiliation, sexual orientation, or disabling condition in such manner as is consistent with achieving a staff of diverse and competent persons.
>
> Overall responsibility for the development and implementation of the University's Affirmative Action Plan resides with the Chancellor. The Affirmative Action Committee and the Affirmative Action Office have been given the responsibility to monitor the effectiveness of the University's Affirmative Action Program and to assist in affirmative action policy and planning. This does not diminish in any way the responsibilities of deans, department heads, managers, and supervisors to

assist in administering the affirmative action policy and planning through promulgation of information.

The University of North Carolina at Greensboro reaffirms its commitment to equality of opportunity in its relationships with all members of the University community.

All employees of the University are expected to support the principle of and contribute to the realization of equal employment opportunity. Affirmative action is a priority concern in all facets of operation.

2. ADMISSION TO THE UNIVERSITY

complete admission information: www.uncg.edu/adm

transfer credit evaluation: University Registrar's Office www.uncg.edu/reg

residency status for tuition purposes: Provost's Office http://provost.uncg.edu/res

UNCG seeks men and women with ability, character, motivation, and the intellectual potential to meet UNCG standards of performance. UNCG's admission decision is based upon an evaluation of the applicant's secondary school record and/or college record, including the overall grade point average and SAT I or ACT scores. These factors are used to determine the applicant's probability of success at UNCG.

This policy applies to the admission of freshmen and transfer students. The University of North Carolina at Greensboro is fully committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or disability. This commitment is in keeping with Title IX of the Educational Amendments of 1972 and Section 504, Rehabilitation Act of 1973, the ADA of 1990, and other applicable federal and state laws. The Affirmative Action Officer, UNCG, PO Box 26170, Greensboro, NC 27402-6170, (336/334-5009), is responsible for coordinating compliance and investigating complaints.

For traditional freshman and transfer applicants, interviews are not used as criteria for admission. Individual appointments for information purposes may be arranged by contacting the Office of Undergraduate Admissions, 336/334-5243, at least two weeks in advance of the date a campus visit is planned.

Adult students who do not meet regular admission requirements may be considered for admission through the Office of Undergraduate Admissions (see p. 15).

Overenrollment or state budgetary constraints may require the restriction of admission during a given year or the adjustment of minimum requirements or application deadlines. Visit the Web site at www.uncg.edu/adm or call the Undergraduate Admissions Office, 123 Mossman Building, 336/334-5243, for complete admissions information.

Freshmen

A freshman is defined as a student who is a high school graduate and who has not attended college. Admission into the freshman class implies that the student will eventually become a candidate for a bachelor's degree. A student who has college credit totaling fewer than 30 semester hours from a regionally accredited institution is designated as a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs.

Secondary School Preparation

Candidates for admission to the freshman class must submit a secondary school diploma (or its equivalent) and *at least* 15 acceptable units of credit from an accredited secondary school. (A unit is defined as credit given for a course which meets for one period daily during the entire school year or its equivalent.) **Students must present the units described at the bottom of this page.**

It is recommended that prospective students take one foreign language unit and one mathematics unit in the twelfth grade.

Required Secondary School Units (minimum course requirements)*

English (emphasizing grammar, composition, and literature)	4
Foreign Language (two years of one foreign language)	2
Mathematics (Algebra I, Algebra II, Geometry, one advanced course beyond Algebra II**)	4
Science (including at least **1 unit in life or biological science**, at least **1 unit in physical science**, at least **1 laboratory course**)	3
Social Science (1 unit in US history; 1 unit in history, economics, sociology, or civics)	2
Total required units	**15**

**These required units vary per high school graduation year. Please contact the Office of Undergraduate Admissions for details.*

***Please contact the Office of Undergraduate Admissions for an approved list of courses that satisfy the fourth mathematics requirement.*

Application Procedures for Freshmen

1. Complete the UNCG application forms. A $45 application fee must accompany the application. This fee covers the cost of processing the application and is subject to change; it is not refundable and is not applicable toward tuition or other costs.

   The application deadline for freshman admission is March 1. Applications received after that date will be considered on a space available basis.
2. Submit an official transcript of secondary school work. Applicants must request that their school counselors forward their transcripts, including courses in progress, cumulative grade point average on a 4.0 scale, and rank in class, directly to the Office of Undergraduate Admissions. Students currently enrolled in secondary school should request that the courses in progress and cumulative grade point average be listed on the transcripts.
3. Take the SAT I administered by The College Board or the ACT Assessment with the Writing Test option. If possible, this test should be taken in the spring of the junior year and in the fall of the senior year of secondary school. Test scores must be sent directly from The College Board or from the ACT Assessment Program to the Office of Undergraduate Admissions.

For information about the SAT I, visit the ETS Web site at www.ets.org. You may also write or call The College Board SAT Program, Princeton, NJ 08541, 609/771-7600. UNCG's College Board code number is 5913. For information about the ACT, you may visit the ACT Web site at www.act.org. You may also write or call The ACT Assessment Program, P.O. Box 168, Iowa City, IA 52240, 319/337-1000. UNCG's ACT code number is 3166.

Additional admissions requirements for selected majors and programs are listed on pp. 16–17.

Transfer Students

Well-qualified students with 30 transferable semester hours or more of college credit from a regionally accredited institution are encouraged to transfer to UNCG to continue their studies. A student who has college credit totaling fewer than 30 hours from a regionally accredited institution is designated a "freshman-transfer" and must meet requirements under both transfer and freshman admissions programs. Applicants who are Former (returning) UNCG students or Non-Degree Seeking (Explorations) students should refer to pp. 15–16.

Requirements and Procedures

For consideration as a transfer, students must have a 2.0 or higher grade point average on a 4.0 scale on all previous work attempted and on all transferable course work from a regionally accredited college or university. Grade point averages are recalculated to determine admissibility. Transfer students must be in good standing and eligible to return to their last attended institution.

For transfer students, the priority deadline for submitting the application is March 1 for fall and November 1 for the spring semester. Final deadlines for transfer applicants are August 1 for fall and December 1 for spring.

Transfer students are required to submit:

1. UNCG application forms showing true and complete information.
2. Official transcript from the secondary school attended. Transfer students must present 15 acceptable units of credit from an accredited secondary school. See specific course units listed in "Freshmen" section, p. 12.
3. Official transcripts from each postsecondary institution previously attended (including summer school and extension).
4. A list of courses in progress including course number, course name, and semester/quarter hours of credit.
5. An application fee, currently $45, not refundable and not applicable toward tuition and other costs.

After receipt of the above credentials, the UNCG admissions staff reviews the application to determine admissibility.

The number of semester hours of credit for previous college-level work that can be transferred to UNCG will be determined by the University Registrar after formal admission (see **Transfer Articulation Credit**, p. 19). Transfer credit to be awarded is determined by the quality as well as the quantity of the student's previous college work. Course work completed with a grade of C-, D+, D, or D- will not transfer. Transfer courses are evaluated on a course-by-course basis.

2Plus Students

The 2Plus program is for those community college graduates who hold a specific Associate in Applied Science (A.A.S.) degree or Associate Degree in Nursing (A.D.N.) and desire to transfer into UNCG with advanced standing, pursuing a specific UNCG major. Articulation notices are sent to most North Carolina community colleges listing the 2Plus admission requirements. Specific details of each notice may be obtained from the UNCG Undergraduate Admissions Office or the community college involved. Out-of-state A.A.S./A.D.N. degrees may also be approved to transfer under the 2Plus program by the corresponding UNCG academic department.

2Plus Articulation students are transfer students with several unique requirements and procedures. All details governing their enrollment are provided for in the articulation notices. The decision for admission is based on successful completion of the A.A.S./A.D.N. degree, and other specific factors outlined in the 2Plus articulation notice. These applicants must complete all procedures listed under **Transfer Students** except for #2 and apply through the Undergraduate Admissions Office.

2Plus students must meet the grade point average requirements of the UNCG School of their major as designated in the articulation notice.

No combination of 2Plus and community college transfer credit may exceed 64 hours on the student's transfer equivalency worksheet.

Please visit the 2Plus Web site (web.uncg.edu/adm/2plus) for more details about 2Plus admission requirements.

Admissions Decision

After all required information is received by the Office of Undergraduate Admissions, applicants are notified by letter of their acceptance, rejection, or other action taken on their applications.

Confirmation of Intent to Enroll

Students admitted before April 1 for the fall semester must confirm their intention to enroll by May 1 by confirming online at http://web.uncg.edu/adm/steps. Students admitted after April 1 for the fall semester and all students admitted for the spring semester must confirm their attendance online within four (4) weeks from the date on their letter of admission. If a student does not confirm intent to enroll, the student's application is subject to cancellation. Students must also submit a completed immunization form prior to enrolling.

International Students

International applicants applying for the fall semester who require on-campus housing must complete the international application and return all documents by March 1. The fall semester deadline for applicants not needing on-campus housing is May 1. Students applying for the spring semester must submit all documents by October 1. International applicants should also present SAT 1 results along with all applicable transcripts from secondary and post-secondary schools.

English Language Proficiency

International applicants whose native language is not English must demonstrate English language proficiency adequate for study at UNCG. Any one of the following is acceptable:

1. Applicants may present TOEFL test results in support of their application. Visit the TOEFL Web site at http://www.ets.org/toefl.
2. UNCG will accept an SAT verbal score of 400 or higher.
3. UNCG will also accept a grade of C or better in a college-transferable English course.
4. Applicants may also successfully complete the INTERLINK Language Center program at UNCG. Visit the INTERLINK Web site at http://www.uncg.edu/ipg/interlink.

Financial Support

Prior to admission, applicants must submit evidence of adequate financial support to cover their expenses for their first year of study at the University.

Visas/Formal Admission

The University will issue the necessary visa documentation only to those students who are formally admitted to the University. International students should not leave their native countries intending to enroll at UNCG until they have received a formal letter of acceptance and all appropriate visa documentation. Students who already possess visa documentation should submit a certified copy, along with their application, to the Office of Undergraduate Admissions.

International Transfer Students/ Transfer Credit from Abroad

International transfer students must submit transcript evaluations from a third party company, such as World Education Services (WES), by the international application deadlines before admission decisions can be made. Please visit www.naces.org to obtain a list of qualified evaluation services. Students seeking transfer credit from institutions outside the United States must provide transcripts, course syllabi, and course descriptions for equivalency determination.

Course descriptions and/or course syllabi must be submitted to the Transfer Articulation Division of the University Registrar's Office. Course descriptions and/or course syllabi must be in English and translated by an accredited translation service. UNCG suggests that students contact Language Resources, Inc., 406 West Fisher Avenue, Greensboro, NC, 27401, by telephone at 336/ 279-1199, or on the Web at www.languageresources.com.

Visiting Students

College Level

A student who is currently working toward a degree at another institution but wishes to take courses at UNCG during the regular term is classified as a "visiting" student. Students attending any of the constituent campuses of the Greater Greensboro Consortium (Bennett College, Elon University, Greensboro College, Guilford College, High Point University, Guilford Technical Community College, and North Carolina Agricultural and Technical State University) are not visiting students.

To be considered for admission as a visiting student, an applicant must:

- Submit the regular application form and the application fee for each semester the student wishes to attend.
- Have official transcripts from each institution attended forwarded to the UNCG Office of Undergraduate Admissions.

Visiting students must have a cumulative 2.0 GPA or better on a 4.0 scale on all previous work attempted. They must be in good standing and eligible to return to their last attended institution.

Written permission from the dean of the home institution must be provided if a student wishes to continue enrollment beyond one semester.

High School Level

It is possible for high school seniors with exceptionally superior academic credentials to supplement their high school curriculum. Admission as a visiting student does not imply regular admission to UNCG.

Visiting high school applicants must:

- Call the Office of Undergraduate Admissions prior to submitting an application to determine if the student meets visiting student requirements.
- Submit the regular application forms and the application fee.
- Have a letter of permission from parent(s) and from the high school principal sent directly to the UNCG Office of Undergraduate Admissions. The letter must include permission to take a specific UNCG course.

- Request that an official high school transcript and SAT I or ACT scores be sent to the UNCG Office of Undergraduate Admissions.

Adult Students

UNCG encourages qualified adult students to complete their undergraduate degrees.

Persons who have been away from formal schooling for at least twelve (12) consecutive months at any time may apply for consideration as freshman or transfer students, even though they may not meet traditional admission requirements. They must have completed high school, an adult high school diploma, or earned a GED. If they are under 24 years of age, they must have fulfilled the UNC-System Minimum High School Course Requirements listed on p. 12 or a required sequence of college transfer course work to be eligible for consideration. Some adult students may be admitted for full-time course work, some may have their hours limited to promote academic success, and some may be advised first to complete preparatory course work elsewhere. An interview with an Admissions advisor may be required.

To apply for admission as a nontraditional adult student, an applicant must do the following no later than August 1 for fall or December 1 for spring semester. We evaluate transfer applications on a rolling basis and strongly encourage early application.

1. Complete the UNCG application form and return it the Office of Undergraduate Admissions with the application fee no later than August 1 for fall or December 1 for spring.
2. Submit official transcripts for the secondary school attended (and GED scores or adult high school diploma, if applicable) and from any post-secondary institution(s) attended, even those granting summer, extension, developmental, and technical credit.

Applicants will be notified of a decision as soon as possible. Admitted students should confirm their intention to enroll by confirming online at http://web.uncg.edu/adm/steps within four weeks from the date of acceptance if possible. Confirmation of late acceptance must be made by the registration deadline. Before enrolling, students must submit an immunization form (found in the UNCG Enrollment Handbook or on the Web site listed above) to the UNCG Student Health Services in Gove Student Health Center.

Former UNCG Students

UNCG students who leave UNCG at any time other than summer must reapply for admission. Students should contact the Office of Undergraduate Admissions, 336/334-5243, to obtain information and an admissions application. Former students should follow one of the procedures outlined below:

- **Former UNCG students who have not attended any other post-secondary institution since leaving UNCG** are eligible to apply for readmission to the University up to two business days before the first day of classes for the semester.
- **Former UNCG students who have attended another post-secondary institution since leaving the University are required to apply for readmission to the University (no later than December 1 for the spring term or August 1 for the fall term).** They are further required to submit official transcripts from all schools attended since leaving UNCG to the Office of Undergraduate Admissions.
- **Former UNCG students who leave in good standing and are eligible to return must apply for readmission.**
- **Students not in academic good standing (academic probation, suspension, dismissal) when they leave the University** must meet readmission requirements if they have attended another university. If students not in good academic standing attend another post-secondary institution, they must have an overall and transferable 2.0 GPA on a 4.0 scale as calculated by UNCG on all courses taken since leaving the University. Students dismissed from the University must file an appeal with Student Academic Services to be considered for readmission.

Evening University

For the convenience of adult students and life-long learners, UNCG offers seven undergraduate programs that can be completed during the evening through the Evening University. The Evening University degree requirements are the same as those for daytime programs and most evening faculty teach daytime courses as well. Each semester over 900 students take at least half of their courses, full or part-time, from the 300 courses offered through the Evening University. Many courses meet one night each week for fifteen weeks (with a sixteenth week reserved for final exams), which allows Evening University students to complete a full course load of twelve hours per semester. Courses begin at 5:00 P.M. for the School of Nursing and 6:00 P.M. for all other schools. If and when daytime course hours are more convenient, Evening University students may choose from over 1,000 courses and register for these daytime courses without any additional application or process. Evening and daytime courses may be taken in the same semester.

Application forms, due dates, and admission requirements for Evening University students are the same as those for any other undergraduate student. The fall application and credential deadline for full undergraduate standing is August 1 and the spring deadline is December 1. Non-degree-seeking students and late applicants may take up to seven hours per semester for a total of twenty-one hours through Explorations. Registration for courses through Explorations does not constitute admission to UNCG or any of its programs. Further information about entrance requirements, programs, and campus visits can be obtained from the Undergraduate Admissions Office.

Convenient Evening University Services

UNCG is committed to offering convenient services to our Evening University students. A sample of those services follows:

- Students may apply for admission and financial aid or register for classes online.
- Adult and Transfer Information Sessions are scheduled throughout the year to assist Evening University students with the application process.

- Web-based services are available 24 hours a day, seven days a week at the Virtual Information Station, *http://infostation.uncg.edu*.
- Parking is free in lot #7 after 5 P.M.
- Undergraduate Admissions advisors are available from noon until 5 P.M. Monday through Friday and evenings by appointment. Call 336/334-5243.
- Official transfer credit evaluations are completed for admitted students, or by request, by the University Registrar's Office. Unofficial advice about transfer credit is available from the Office of Undergraduate Admissions. Degree evaluations are completed for all registered students.
- The Office for Adult Students is open Monday, Thursday, and Friday, 8 A.M.–5 P.M. and 8 A.M.–6:30 P.M. on Tuesday and Wednesday. Adult mentors are available to assist adult students.
- Fourteen on-campus food service providers are open in the evening.
- Jackson Library, the leading public research library in the Piedmont Triad, and its computer labs are available to evening students on a walk-in basis and via the Web.

Evening University Undergraduate Degree Programs

Accounting, B.S.
Business Studies, B.S.
Entrepreneurship/Small Business, B.S.
Geography, B.A.
Nursing, RN to B.S.N.
Religious Studies, B.A.
Social Work, B.S.W. *(daytime internship required)*

Second Baccalaureate Degree Students

An applicant who holds a baccalaureate degree from a regionally accredited institution and who wishes to take undergraduate work toward a second baccalaureate degree in a different field should follow the instructions below:

1. Complete the application form and return it to the Undergraduate Admissions Office with the application fee no later than August 1 for fall or December 1 for spring.
2. Submit official transcripts from each postsecondary institution previously attended (including summer school and extension).

An applicant holding a baccalaureate degree and taking work for credit for other purposes must apply through The Graduate School.

Exception I: second-degree applicants to Preprofessional Programs, including the Pre-Medical Program, should apply through the Undergraduate Admissions Office.

Exception II: All students seeking Initial "A" Teacher's Licensure in the same major as their degree should contact the UNCG Teachers Academy at 336/334-3412.

Non-Degree Seeking Students

Explorations Registration

Explorations registration for unrestricted courses is available at the beginning of each semester for non-degree seeking undergraduate-level adults. The Explorations registration process is not intended for UNCG students who are already admitted to degree programs or who are returning to UNCG. Students who have earned a baccalaureate degree must register through the VISIONS program. Please refer to *The Graduate School Bulletin* for information on the VISIONS program for visiting and non-degree seeking students.

Registering for courses through Explorations does not constitute admission to UNCG or any of its programs. Explorations is designed specifically for adults who wish to take a course(s) for personal enrichment or professional development.

An undergraduate-level student can register for a maximum of seven hours per semester through Explorations. The total number of hours a student may take through Explorations is limited to twenty-one with no restrictions on the number of semesters. All Explorations students must meet course prerequisites or restrictions, and cannot register for closed or restricted courses without written permission of the instructor or department.

Explorations students are not eligible for any kind of University financial aid. Like all UNCG students, Explorations students are subject to Immunization Clearance requirements (see p. 18).

Information about Explorations registration may be obtained from the Undergraduate Admissions Office (336/334-5243) or The Graduate School (336/334-5596) for VISIONS.

Students seeking admission to a degree program should file a formal application through the Undergraduate Admissions Office or The Graduate School.

Part-Time Degree Students

Students who plan to enroll on a part-time basis, but who wish to work toward a degree, are considered "part-time degree students" and should follow the standard admissions procedures. Part-time students are those who enroll in fewer than 12 semester hours. Tuition and fees are determined by the number of hours taken and by in-state or out-of-state residency (see p. 24 for details).

Additional College, School, & Departmental Requirements for All Applicants

Schools, departments, and majors may have special admission and progression requirements in addition to University admission requirements. Below is a summary of those programs which have additional requirements. See departmental listings for complete details.

College of Arts and Sciences

Biology majors: must maintain a 2.0 GPA in all biology courses taken at UNCG; teacher licensure in biology requires a 2.50 GPA in all biology courses taken at UNCG.

Broadcasting & Cinema majors: to be admitted to the Media Studies major the student must have successfully completed ENG 101, BCN 100, and BCN 101 or 102 with grades of C or better and have an overall GPA of 2.20.

Classical Studies majors: must have a 2.0 GPA or better in all courses in the major. Students pursuing Secondary Subject Area Teacher Licensure in Latin must have a 2.50 overall GPA for admission to the Teachers Academy, and a minimum 3.0 GPA in Latin courses.

Communication Studies majors: must have grades of C- or better in all courses in the major.

English majors: must have grades of C- or better in all courses in the major. Admission to teacher education and student teaching in English requires a minimum GPA of 2.75.

German majors: must maintain a GPA of 2.0 in all German courses.

History majors: must maintain a cumulative 2.0 GPA in all history courses to qualify for a degree in History.

Mathematics and Computer Science majors: Students must have a minimum GPA of 2.0 in MAT/CSC/STA courses required for the major and completed at UNCG.

Physics majors: must maintain a 2.0 GPA in all required physics and mathematics courses.

Romance Languages majors: must have grades of C- or better in all courses in the major. Admission to teacher education and student teaching in French/Spanish requires a GPA of 2.75 overall and in the major.

Theatre majors: Drama Majors (B.A. and B.F.A.) must have grades of C (2.0) or better in all courses in the major; Drama Majors (B.F.A.) with a concentration in Theatre Education must have an overall GPA of 3.0.

Bryan School of Business and Economics

Enrollment in Bryan School Courses: Students must have a minimum overall 2.0 GPA to enroll in Bryan School courses, effective fall 1999.

Accounting & Information Studies Program: requires a 2.50 GPA for admission to and retention in the program.

International Business Studies Program: requires a 2.50 GPA for admission to and retention in the program.

Other Bryan School Programs: A 2.0 GPA is required for admission to and retention in all other programs and majors in the Bryan School.

International Honors College

Admission to the International Honors College is required to enroll in Honors courses. New freshmen with at least a 3.80 high school GPA, or at least a 1200 SAT, may apply for admission on the International Honors College Web site (http://www.uncg.edu/hss) or by contacting the International Honors College, 205 Foust Building, UNCG, P.O. Box 26170, Greensboro NC 27402-6170. Continuing UNCG students must have at least a 3.30 GPA, and transfer students must have at least a 3.30 GPA from their former institution(s).

School of Education

Elementary or Middle Grades Education majors: a GPA of 2.75 is required for admission to these teacher education programs. Transfer students planning to pursue those majors should contact the School of Education Student Information & Advising Office.

Education of the Deaf majors: Teacher Education Preparation Concentration majors must have a GPA of 2.75 for admission to the Teachers Academy. The Auditory/Oral B–K program requires an overall GPA of 2.70.

Special Education majors: must have an overall GPA of 2.75.

Admission to teacher education at the secondary level requires a minimum GPA of 2.50, except where higher GPA requirements are noted. Applications for admission should be filed in the Teachers Academy (319 Curry) during the second semester of the sophomore year. Transfer students must apply after they have completed 12 semester hours in residency.

School of Health and Human Performance

Dance majors: admission to all majors is by application and audition only. A grade of C- or better must be earned in all dance courses; higher grades are required for certain courses. **B.S. in Dance Education majors** must have a 2.50 GPA for admission to the Teachers Academy. **B.F.A. Dance majors** must maintain an overall GPA of 2.50 or higher with at least a B (3.0) average in all DCE courses.

Exercise and Sport Science majors: all majors must achieve a grade of C or better in all required ESS courses. A minimum GPA of 2.50 is required for enrollment in 500-level ESS courses.

Fitness Leadership: Completion of BIO 111, 271, 277, ESS 220, and the first CHE course and a 2.50 or higher cumulative GPA are required to apply for admission to the Fitness Leadership Concentration. Students may apply to the Fitness Leadership Concentration only while taking or after completion of ESS 375. Transfer and second-degree students must complete the above requirements and successfully complete 12 credits at UNCG before making application. Application to the program does not automatically guarantee admission to the program. Acceptance to the program and a grade of at least C (2.0) in each required ESS course is required for permission to enroll in all 400–500-level ESS courses and any capstone option required in the Fitness Leadership Concentration. Maintenance of a GPA of 2.50 or higher cumulative is required to complete the fitness leadership concentration.

Physical Education Teacher Education: A 2.50 GPA is required for admission to the Teachers Academy. Admission to the **Sports Medicine concentration** requires a 3.0 GPA. **Fitness Leadership, Aquatics Leadership**, and **Community Youth Sport Development concentrations** require a 2.50 GPA before registering for the internship course.

Health Education majors: must have a 2.50 cumulative GPA and at least a C in all health courses for admission into the professional program.

Speech Pathology and Audiology majors: must have an overall GPA of 3.0.

School of Human Environmental Sciences

Consumer, Apparel, & Retail Studies majors: only grades of C (2.0) or higher in CARS courses will count toward completion of the CARS major and concentrations.

Nutrition majors: must earn grades of C or better in all required 200-level or higher NTR courses.

Interior Architecture majors: admission is by interview only. Transfers must have a 2.50 GPA for admission. A GPA of 2.0 must be maintained to continue in the program.

Human Development and Family Studies majors: requires a 2.50 GPA for admission to the department. Birth–Kindergarten majors must have a 2.70 GPA to be admitted to the Teachers Academy.

Social Work majors: admission to the major is based upon satisfactory completion of SWK 215 with a GPA of C (2.0) or higher; a minimum University GPA of 2.0; completion of a minimum of 51 semester hours; completion and submission of the B.S.W. application packet by May 1 of the year in which the student is seeking admission.

School of Music

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music. Such auditions should be arranged in advance through the School of Music. Students should write the School of Music, 220 Music Building, UNCG, PO Box 26170, Greensboro, NC 27402-6170, for information.

School of Nursing

A minimum GPA above 2.70 is required for admission. Students transferring into the School of Nursing from another baccalaureate nursing program must have a letter of reference from the administrative head of that nursing program. This reference should be sent directly to the Dean of the School of Nursing. Credits with a nursing designation do not transfer. The application deadline for upper division is February 1.

Immunization Clearance

Students who have been admitted to UNCG are required by North Carolina State law to submit an immunization form with appropriate verification of immunizations. This form is supplied by the admitting office and must be satisfactorily completed and returned to Gove Student Health Center.

Failure to comply with this requirement within thirty calendar days from the first day of registration may result in the student's being administratively withdrawn from the University.

For detailed information see:
http://studenthealth.uncg.edu/policies/immunization

Students subjected to an administrative withdrawal for failure to comply with medical clearance requirements are entitled to a refund, subject to the guidelines of the University's Refund Policy. This policy is published on pp. 28–30 of this *Bulletin*.

Entrance Deficiencies

Entrance Deficiencies

All deficiencies must be removed before graduation from the University.

High School Subject Deficiencies

Foreign Language

A student who graduated from high school prior to 2004 who is deficient in one or two foreign language units may be admitted. If admitted, the student must remove the deficiency prior to the completion of 60 semester hours or become ineligible to continue at UNCG until the deficiencies are removed. A student transferring to UNCG as a junior or senior must remove the deficiencies prior to completion of 30 hours or become ineligible to continue.

Deficiencies can be removed by completing the appropriate college-level course in the area of the deficiency. Removal of a two-unit foreign language deficiency requires successful completion of two college-level courses in the same language. Removal of a one-unit language deficiency requires the successful completion of one college-level course at the 102 level. Students admitted with a one-unit deficiency in French or Spanish (and who wish to continue with the same language) must take the Language Placement Test to determine the level at which they will be allowed to begin their study of the language at UNCG.

Students who graduate from high school and who are deficient in any high school unit must contact the Office of Undergraduate Admissions regarding admissions requirements.

Appeal of Foreign Language Admission Deficiencies

A student with circumstances that may interfere with his/her ability to successfully remove foreign language admission deficiencies by completing beginning-level foreign language courses (through the 102 level) may appeal to remove the deficiencies by completing alternate courses. A written appeal and any supporting documentation should be submitted to Student Academic Services. In such cases, after consultation with appropriate University faculty and staff, Student Academic Services may approve alternate foreign language courses that are translated into English or courses in the history and traditions of non-English speaking cultures.

College of Arts and Sciences

Petitions for exemption from the foreign language requirement will be considered only in the most exceptional circumstances when an otherwise qualified student has submitted evidence that the **Modified Foreign Language Program in Spanish** cannot provide appropriate accommodations for his or her disability or language-learning difficulty. In very rare cases, a substitution for the 203 and/or 204 level of a foreign language may be considered.

The following reasons do not merit an appeal:

- Change of major from a professional school to the College of Arts and Sciences, or change within the College of Arts and Sciences from a B.F.A. to a B.A. degree.
- Concerns about grade point average (GPA)
- Dislike of the requirement
- Failure to plan adequately for the graduation timeline, including interruptions of the foreign language sequence that make future foreign language success more difficult
- Failure to succeed in a single course
- Misunderstanding of the degree requirements
- Differences in General Education requirements between the College of Arts and Sciences and previously attended institutions
- Waivers or substitutions offered by previously attended institutions

Please contact College of Arts and Sciences Advising at 336/334-4361 for further information.

For information concerning the Modified Foreign Language Program, see www.uncg.edu/rom.

Transfer Credit Regulations

Accreditation

UNCG accepts the accreditation of the Southern Association of Colleges and Schools Commission on Colleges. Colleges and universities outside North Carolina must have accreditation from the appropriate regional accrediting agency for the transfer credit to be accepted.

Nonaccredited Institutions

Applicants from nonaccredited post-secondary institutions must meet the requirements in effect for admission to the freshman class, including satisfactory secondary school records and SAT I scores, as well as meet the transfer requirements of a 2.0 GPA on a 4.0 scale.

Validating Examinations

Some departments at UNCG require an examination to validate transfer credit. These examinations are administered by the department or school involved.

Professional School Admissions

Admission to the University does not constitute selection into any of the professional schools.

Transfer Credit Articulation

Located in the University Registrar's Office, this unit enters transfer credit course work into the student's official record. Also, in association with University faculty, this unit is responsible for determining how other higher education institution course work transfers into UNCG. Students with questions about transfer credit are encouraged to call the University Registrar's Office and ask for the Transfer Articulation area (336/334-5946). Transfer equivalencies for courses taken in the North Carolina Community College System and many area universities are available on the Web at www.uncg.edu/reg/transfer/index.html.

Transfer Credit Limit

The sum total of transfer credit from two-year college(s), that may be applied toward an undergraduate degree may not exceed 64 semester hours.

Comprehensive Articulation Agreement

The North Carolina General Assembly, the Board of Governors of The University of North Carolina, and the State Board of Community Colleges are committed to the simplification of transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina. The Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, and has as its objective the smooth transfer of students, providing certain assurances to the transferring student by identifying community college courses that are appropriate for transfer as electives, and specifying courses that will satisfy pre-major and general education requirements.

Based on initial transfer to UNCG, students who earn the A.A. or A.S. degree from a North Carolina community college and earned grades of C or better will be eligible for 60 semester hours of credit, junior standing, and will have met General Education Core (GEC) requirements. Students who complete the General Education transfer core (44 semester hours), but do not complete the A.A. or A.S. degree also will have met General Education Core (GEC) requirements. Students who earn D grades in the A.A. or A.S. program may or may not be admitted as juniors, but will not have GEC waived.

Extension Credit

UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied towards an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will thereafter be considered "residence" credit for degree certification purposes.

Correspondence Credit

Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "residence" credit for degree certification purposes.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Credit hours only will be applied toward the UNCG degree.

Course Credit and Advanced Placement

Advanced placement credit or exemption from specific degree requirements may be granted by UNCG. Students should contact their secondary school counselors regarding dates and local test centers.

College Board Advanced Placement (AP) Program

Secondary school students enrolled in AP courses may receive college credit by taking AP examinations upon completion of the courses and forwarding the results to the Office of Admissions for evaluation. You may also visit the ETS Web site at www.ets.org.

ADVANCED PLACEMENT EXAM

Exam	Score Req	Hours Granted	Courses
Art History	4	3*	ART elective
Biology	3	4	BIO 105, 105L
Biology	4	8	BIO 111, 112
Chemistry	3	4	CHE 111, 112 after completion of CHE 114/115
Chemistry	4	7	CHE 111, 112, 114 after completion of CHE 115
Computer Science AB	3	3	CSC 130
Computer Science AB	4	6	CSC 130, 230
Computer Science A	4	3	CSC 130

ADVANCED PLACEMENT EXAM, CONTINUED . . .

Exam	Score Req	Hours Granted	Courses
Economics—Macro	4	3	ECO 202
Economics—Micro	4	3	ECO 201
English—Lang & Comp	3	3	ENG 101
English—Lang & Comp	4	6	ENG 101, 102
English—Lang & Comp	5	9	ENG 101, 102, 104
English—Lit & Comp	3	3	ENG 104
English—Lit & Comp	4	6	ENG 101, 104W
English—Lit & Comp	5	9	ENG 101, 102, 104W
Environmental Science	3	4	BIO 105, 105L
French Language	4	6	FRE 203, 204
French Language	3	3	FRE 203
French Literature	4	6	FRE 301, FRE elective
French Literature	3	-	Exemption, no credit
Geography, Human	3	3	GEO 105
German Language	4	6	GER 203, 204
German Language	3	3	GER 203
Gov & Politics: Amer.	3	3	PSC 100
Gov & Politics: Comparatve	3	3	PSC 260
History, European	3	6	HIS 222 & HIS elective
History, U.S.	3	6	HIS 211, 212
History, World	3	6	HIS electives
Latin—Vergil	3	3	LAT 203, after completion of LAT 204 with C- or better
Latin—Vergil	4	3	LAT 204, after completion of advanced level LAT course with C- or better
Latin Literature	3	3	LAT 203, after completion of LAT 204 with C- or better
Latin Literature	4	3	LAT 204, after completion of advanced level LAT course with C- or better
Mathematics—Calculus AB	3	3	MAT 191
Mathematics—Calculus AB	4	6	MAT 191, 292
Mathematics—Calculus BC	3	6	MAT 191, 292
Music—Aural	4	1	MUS 105
Music—Aural	5	2	MUS 105, MUS 106
Music—Nonaural	4	2	MUS 101
Music—Nonaural	5	4	MUS 101, MUS 102
Physics B	4	8	PHY 211, 212
Physics C	4	8	PHY 291, 292
Psychology	3	3	PSY 121
Spanish Language	4	6	SPA 203, 204
Spanish Language	3	3	SPA 203
Spanish Literature	4	6	SPA 351, SPA elective
Spanish Literature	3	-	Exemption, no credit
Statistics	3	3	STA 108
Statistics	5	3	STA 271
Studio Art: Gen Portfolio	3	2	ART elective
Studio Art: Drawing	3	2	ART elective

**Examination papers will be read by the department to determine exemption.*

International Baccalaureate (IB) Program

Listed below is the credit associated with scores on the International Baccalaureate Higher Level Examinations. The Admissions Office at UNCG receives the IB scores and assigns the appropriate credit hours. Students should request that their test scores be sent to UNCG. Students will be notified in writing of the credit they receive. You may also visit the IB Web site at www.ibo.org or call 212/889-9242. Scores must be requested in written form by contacting International Baccalaureate of North America, 200 Madison Avenue, New York, NY 20016.

INTERNATIONAL BACCALAUREATE IB EXAMS

Exam	Min Score	Hours Awarded	Courses
IB Biology—Higher level	5	8	BIO 111 & 112
IB Chemistry—Higher level	5	8	CHE 111/112 and CHE 114/115
IB English A1	4, 5	6	ENG 101 & 104W
IB English A1	6, 7	6*	ENG 101 & 104W*
IB French A1—Higher level	5	6	FRE 203 & 204
IB French A1—Higher level	6, 7	6	FRE 204 & 301
IB French A1—Subsidiary level	6	6	FRE 203 & 204
IB French A1—Subsidiary level	7	6	FRE 204 & 301
IB French B—Higher level	5	6	FRE 203 & 204
IB French B—Higher level	6, 7	6	FRE 204 & 301
IB French B—Subsidiary level	6	6	FRE 203 & 204
IB French B—Subsidiary level	7	6	FRE 204 & 301
IB German A1	5	9	GER 203 & 204 & GER 301
IB German B	5	6	GER 203 & 204
IB History	5	6	HIS 217, 218
IB Mathematics	5		Contact Mathematical Sciences Dept
IB Physics	5	8	PHY 211, 212
IB Social Anthropology	5	6	ATY 213 & elective ATY credit
IB Psychology	4	3	PSY 121
IB Spanish A1—Higher level	5	6	SPA 203 & 204
IB Spanish A1—Higher level	6, 7	6	SPA 204 & 301
IB Spanish A1—Subsidiary level	6	6	SPA 203 & 204
IB Spanish A1—Subsidiary level	7	6	SPA 204 & 301
IB Spanish B—Higher level	5	6	SPA 203 & 204
IB Spanish B—Higher level	6, 7	6	SPA 204 & 301
IB Spanish B—Subsidiary level	6	6	SPA 203 & 204
IB Spanish B—Subsidiary level	7	6	SPA 204 & 301

**Contact Director of Undergraduate Studies in English for one more English course at the 200 level to be awarded in consultation with the department.*

College Board SAT II: Subject Tests

Those who have strong academic preparation are encouraged to take one or more of the exams listed below. Examination dates are available in secondary school counseling centers or by writing to College Board SAT Program, Princeton, NJ 08541, phone number 609/771-7600. You may also visit the ETS Web site at www.ets.org.

COLLEGE BOARD SAT II: SUBJECT TESTS

Exam	Original Score*	Recentered Score	Hours Granted	Courses
American History	700–800	750–800	6	HIS 211, 212,
American History	650–699	700–749	6	after completion of 6 hours of history at 200 or 300 level with at least a 2.0 avg
English Composition	700–800	n/a	3	ENG 101
English Composition	650–699	n/a	-	Exemption from ENG 101
English Literature	700–800	750–800	3	ENG 212
English Literature	650–699	700–749	-	Exemption from ENG 212
European History	700–800	n/a	6	WCV 101,102
Foreign Language	550–800	570–800	3	Foreign Language 204 Intermediate level met.
World History	n/a	750–800	6	WCV 101,102
Writing	n/a	760–800	3	ENG 101
Writing	n/a	710–759	-	Exemption from ENG 101

**For tests taken before March, 1995.*

College Level Examination Program (Subject Examinations Only)

The College Board offers these examinations at permanent test centers throughout the United States. Test center information can be obtained from secondary school counselors or by writing to C.L.E.P., Box 6600, Princeton, NJ 08541. The test is designed for persons who have done college-level work outside college and can successfully demonstrate what they know. You may also visit the ETS Web site at www.ets.org. Also see the College Board Web site at www.collegeboard.com/clep as well as the UNCG Counseling and Testing Web site at http://shs.dept.uncg.edu/ctctesting.html#clep.

COLLEGE LEVEL EXAMINATION PROGRAM (SUBJECT EXAMS ONLY)

Exam	Minimum Score	Hours Granted	Courses
Accounting	50	6	ACC 201, 202
American Literature	50	6	ENG 251, 252
Analyzing & Interpreting Literature	50	6	ENG 105, 106
Biology	50	8	BIO 111, 112
Information Systems & Computer Applic.	57	3	CSC 101
College Mathematics	50	3	MAT 112
College Algebra	55	3	MAT 150
Trigonometry	61	3	MAT 151
College Algebra/Trig	58	3	MAT 151
Calculus	50	6	MAT 191, 292
Chemistry	50	6	CHE 111, 114
Principles of Macroeconomics	50	3	ECO 202
Principles of Microeconomics	50	3	ECO 201
College Composition	50	3	ENG 101
English Literature	50	6	ENG 211, 212
Foreign Language	50	6	Foreign Language 203, 204
Psychology, Introductory	52	3	PSY 121
Sociology, Introductory	50	3	SOC 101

Credit for Military Training

Elective credit for military training may be awarded where UNCG has comparable courses and upon receipt of an official American Council of Education transcript.

Greater Greensboro Consortium

A student attending a college or university in the Greater Greensboro Consortium (Bennett College, Elon University, Greensboro College, Guilford College, High Point University, Guilford Technical Community College, and North Carolina Agricultural and Technical State University) is not classified as a visiting student at UNCG and does not go through the admissions process for the fall or spring semesters. Students wishing to register for courses at UNCG through the Consortium should contact the registrar of their home institutions. For Summer Session, the Consortium is in effect only with North Carolina Agricultural and Technical State University.

UNCG students wishing to take courses at one of the Consortium institutions should request a Consortium form from the University Registrar's Office, 180 Mossman Building, 336/334-5646.

Bennett College, Elon University, Greensboro College, Guilford College, High Point University, and Guilford Technical Community College students interested in taking courses in the UNCG Summer Sessions should request a *Summer Session Bulletin* from the Division of Continual Learning (336/334-5414) and submit the application form found in that publication.

Auditors

Auditing a course is the privilege of being present in the classroom when space is available. No credit is involved, no examinations are required, and no grades are reported. Attendance, preparation, and participation in classroom discussion and activities are at the discretion of the department and the instructor. Admission is determined following the close of regular student registration. Registration for audited courses begins the first day of classes for a given semester and ends on the last day of late registration.

Auditors Requiring a Record of Enrollment

Current UNCG Students

A currently enrolled UNCG student may audit a course upon the written approval of the instructor and must register officially for the course. A full-time UNCG student may audit one course per semester without an additional fee. A part-time UNCG student may audit no more than two courses per semester and is charged a $15.00 fee for each audited course.

Persons Not Enrolled at UNCG

Persons not currently enrolled at UNCG who require a record of enrollment in a course as an auditor must follow regular admission procedures through the Undergraduate Admissions Office or the Graduate School, and register through VISIONS/Explorations. A fee equal to in-state or out-of-state tuition rates is charged for each course audited (see table on p. 24).

Registration for audited courses begins the first day of classes for any given semester and ends on the last day of late registration. Fees are payable in full at the time of enrollment.

Continual Learning Visiting Auditors (Persons Not Requiring a Record of Enrollment)

A person not currently enrolled at UNCG who desires to audit a course and who does not require a record of enrollment should secure a Visiting Auditor form from the Division of Continual Learning, 1100 W. Market Street, 336/334-5414 or 1-866-334-CALL. Only Visiting Auditors should apply through the Division of Continual Learning; all others must follow regular admission and registration procedures (see previous information).

A Visiting Auditor may audit courses for a fee of $50 for each course (no record of enrollment is provided and no computer access is available).

To audit a 600- or 700-level course, a visiting auditor must hold a bachelor's degree. Visiting auditors are permitted in lecture courses when space is available with the written approval of the department head or the instructor teaching the course. Persons may register as visiting auditors beginning the first day of classes for any given semester.

Summer Session

Currently enrolled UNCG students who are continuing their studies at UNCG should register for summer courses in April, at the same time they register for fall classes.

New or visiting students planning to attend Summer Session at UNCG must complete the Summer Student Information Form. Summer Session courses and the information form may be obtained in mid-March by accessing the Summer Session Web page at www.calldcl.com, or by contacting the Division of Continual Learning, UNCG, 1100 W. Market St., Greensboro NC 27402, phone 336/256-CALL (outside Greensboro 1-866-334-CALL).

Permission to register for Summer Session does not constitute admission to the University nor any of its programs for fall or spring semesters.

Division of Continual Learning

The Division of Continual Learning offers credit and non-credit programs that extend its academic resources to meet professional and personal learning needs of individuals.

These programs may be offered on campus, off campus, or online, and include regular University credit courses, short courses, workshops, institutes, conferences and teleconferences, and study abroad. Persons need not be admitted to UNCG in order to register for these courses but must meet course prerequisites. Students wishing to include this work in their degree programs should consult their advisors.

Registration for these courses is handled by the Division of Continual Learning, 1100 W. Market Street. For information access the DCL Web page at www.calldcl.com or call 336/256-CALL (outside Greensboro 1-866-334-CALL).

Senior Citizens

Residents of North Carolina age 65 or older who meet applicable admission requirements may enroll tuition-free on a space available basis. The availability of course space is determined by the University Registrar at the close of registration for any given semester.

Veterans

Veterans enrollment certification is handled by the University Registrar's Office, 180 Mossman Building, 336/334-5946, vabenefits@uncg.edu.

UNCG is on the list of approved institutions that can provide training under the Department of Veterans Affairs Educational Training Program. A veteran wishing to receive educational benefits should apply first to Veterans Affairs for a Certificate of Eligibility. The student then applies for admission to UNCG through normal admissions procedures. The issuing of a Certificate of Eligibility by the VA does not automatically assure a student of admission to UNCG.

When enrolling at UNCG, the veteran should present a Certificate of Eligibility to the University Registrar requesting that certification of enrollment be sent to the VA. This Certification of Enrollment is necessary before educational benefits can be received. Certification of Enrollment must be requested for each academic year and again for summer session.

Reserve Officers' Training Corps (ROTC)

The United States Air Force and Army Reserve Officers' Training Corps programs are available to UNCG students at North Carolina A & T State University (in Greensboro). As a member of the Greater Greensboro Consortium, UNCG offers students these opportunities for leadership training and a commission in the Army or Air Force through cross-registration.

The University will grant credit for certain ROTC courses taken at A & T State University as part of the Consortium arrangement. UNCG students will be awarded elective credit and quality points for junior and senior level ROTC courses completed at North Carolina A & T State University through the Consortium.

Elective credit shall not exceed 12 semester hours for Army ROTC and Air Force ROTC.

Accelerated Master's Programs for Undergraduates

UNCG offers undergraduates with demonstrated academic ability a fast track to a graduate degree. Talented students can earn a bachelor's and master's degree in approximately five years instead of the usual six or seven.

Although formal admission to an accelerated program is usually in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should speak with an advisor in the department of their undergraduate major as early as possible.

The program represents two distinct patterns. The first allows students to continue with graduate work in the same discipline as the undergraduate major. The second pattern enables students to complement the undergraduate major with graduate study in another area. See **Accelerated Master's Programs** in chapter 7 for specific program requirements.

Graduate Students

Students interested in working toward a graduate degree or students who hold a bachelor's degree and wish to continue their general education should consult *The Graduate School Bulletin* or contact The Graduate School Office, 241 Mossman Building, 336/334-5596, for admission information. *The Graduate School Bulletin* can be obtained from The Graduate School office and is also available on The Graduate School's Web site at www.uncg.edu/grs.

3. Expenses, Payments, Refunds, & Financial Aid

Tuition and Fees

Estimated tuition and fee rates per semester hour for 2005–06 are printed on the next page. Questions regarding tuition and fees should be directed to the Cashiers and Student Accounts Office (336/334-5831). UNCG reserves the right to make changes in these charges without advance notice.

UNCG Estimated Annual Expenses‡ for Full-Time* Undergrads Living on Campus

Tuition and Fees Per Year (2005–06 rates)	
Tuition	
In-State Students	2,028.00
Out-of-State Students	13,296.00
Athletic Fee	376.00
Student Facilities Fee	272.00
Student Activities Fee	315.00
Education & Technology Fee	221.00
Health Service Fee	204.00
Student Government Association Fee	1.00
Administrative Computing Fee	50.00
Registration Fee	12.00
Room Rates Per Year (2005–06 rates)**	
Standard Double	2,984.00
Tower Village Suites	4,426.00
Dining Plans Per Year (2005–06 rates)**	
Platinum 75 Plan	2,430.00
Platinum 150 Plan	2,530.00
Platinum 200 Plan	2,630.00
Gold 200 Plan	2,280.00
Gold 300 Plan	2,280.00
Silver 400 Plan	2,280.00
Silver 500 Plan	2,280.00
Bronze 725 Plan	1,650.00
Bronze 825 Plan	1,650.00
Bronze 1000 Plan	2,000.00
Annual estimated total cost for most In-State students living on campus	**$8,881.00*** **
Annual estimated total cost for most Out-of-State students living on campus	**$20,149.00*** **

‡*See pp. 26–27 for other estimated expenses such as supplies and books.*

**A full-time undergraduate is one who is enrolled for at least 12 semester hours per term.*

***See details of applicable residence hall rates and dining plans on p. 24.*

****Estimated total annual costs** are based on the standard double room rate and Platinum 75 dining plan.*

Note: Students living on campus are **required** to contract with UNCG for room and board. Students living off campus pay only tuition and required fees.

The tuition and academic fees paid by UNCG students only partially cover the cost of the education they receive. The remaining costs are met by funds from the State of North Carolina, from the UNCG Excellence Fund, and from alumni, friends, corporations, foundations, and the federal government. Undergraduate tuition and fees per semester and per credit hour for the 2005–06 academic year are indicated in the tables on the next page.

Tuition & Fees for Part-Time Students

For tuition and fee purposes, a part-time undergraduate student is defined as one taking fewer than 12 semester hours of course work each semester. Students taking 12 or more hours per semester pay the tuition and fees specified for full-time students.

Undergraduate students taking fewer than 12 hours during a regular semester will be charged a prorated portion of the tuition and the general fee. The health service fee is charged students taking 9 or more hours who live off campus. However, such a student may voluntarily choose to pay the fee and enjoy the benefits of the Student Health Services. All on-campus students pay the health service fee. See rate table on following page for details.

Residence Status for Tuition Purposes

The tuition charge for persons who qualify as residents for tuition purposes is substantially less than that for nonresidents. An explanation of the North Carolina law (General Statute §116–143.1) governing residence classification for tuition purposes is set forth in **Appendix A**. A more complete explanation of the statute and the procedures under the statute is contained in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. The Manual is the controlling administrative statement of policy on this subject. Copies of the *Manual* are available for inspection in the Office of the Provost, and in the Jackson Library.

Initial Classification

Every applicant for admission is required to state in writing the length of his or her legal residence in North Carolina. Every applicant is classified as a resident or nonresident for tuition purposes prior to actual matriculation, the admitting office making the initial classification. Those not claiming to be residents for tuition purposes are, of course, classified as out-of-state students (nonresidents) for tuition purposes. If insufficient information supports an applicant's claim to be a resident for tuition purposes, the admitting office will initially classify that applicant as a nonresident.

Undergraduate Tuition and Fee Rates for 2005–06

These rates are subject to approval and/or modification by the North Carolina General Assembly. The UNC Board of Governors and UNCG reserve the right to make changes in these charges without advance notice.

Tuition & Fees Per Semester for Undergraduates

Credit Hours	Athletic Fee	Student Facilities	Student Activities	E&T* Fee	Health Services	SGA** Fee	AC*** Fee	Total Student Fee	In-State Tuition	Out-of-State Tuition	Total In-State	Total Out-of-State
0	15.67	11.33	13.13	9.21		0.04	2.08	51.46	253.50	1,662.00	304.96	1,713.46
1	15.67	11.33	13.13	9.21		0.04	2.08	51.46	253.50	1,662.00	304.96	1,713.46
2	31.33	22.67	26.25	18.42		0.08	4.17	102.92	253.50	1,662.00	356.42	1,764.92
3	47.00	34.00	39.38	27.63		0.13	6.25	154.39	253.50	1,662.00	407.89	1,816.39
4	62.67	45.33	52.50	36.83		0.17	8.33	205.83	253.50	1,662.00	459.33	1,867.83
5	78.33	56.67	65.63	46.04		0.21	10.42	257.30	253.50	1,662.00	510.80	1,919.30
6	94.00	68.00	78.75	55.25		0.25	12.50	308.75	507.00	3,324.00	815.75	3,632.75
7	109.67	79.33	91.88	64.46		0.29	14.58	360.21	507.00	3,324.00	867.21	3,684.21
8	125.33	90.67	105.00	73.67		0.33	16.67	411.67	507.00	3,324.00	918.67	3,735.67
9	141.00	102.00	118.13	82.88	76.50	0.38	18.75	539.64	760.50	4,986.00	1,300.14	5,525.64
10	156.67	113.33	131.25	92.08	76.50	0.42	20.83	591.08	760.50	4,986.00	1,351.58	5,577.08
11	172.33	124.67	144.38	101.29	76.50	0.46	22.92	642.55	760.50	4,986.00	1,403.05	5,628.55
12+	188.00	136.00	157.50	110.50	102.00	0.50	25.00	719.50	1,014.00	6,648.00	1,733.50	7,367.50

**Education and Technology* ***Student Government Association* ****Administrative Computing*

Distance Learning Charges for Undergraduates

In-State Tuition‡	$ 68.51
Out-of-State Tuition‡	$449.19
Technology Fee	$ 7.47
Administrative Computing Fee	$ 1.69
Student Government Association Fee‡	$ 0.03
Registration Fee	$ 6.00

Registration Fees Per Semester

Registration Fee	$ 6.00
Pre Registration Late Fee	$ 30.00
Registration Late Fee	$ 45.00

Special One Time Fees

Orientation

Undergraduate Freshmen—August	$107.00
Undergraduate Freshmen—January	$ 48.00
Undergraduate Transfer	$ 48.00
Undergraduate Adult	$ 48.00

Graduation

Baccalaureate Degree	$ 50.00
Master's Degree	$ 55.00
Doctoral Degree	$ 60.00
Combined M.S./Ed.S. Degree	$ 70.00

‡*Per credit hour*

Meal Plans Per Semester

Platinum 75 (unlimited trips to CAF + $75 declining balance)	$1,215.00
Platinum 150 (unlimited trips to CAF + $150 declining balance)	$1,265.00
Platinum 200 (unlimited trips to CAF + $200 declining balance)	$1,315.00
Gold 200 (200 trips to CAF + $200 declining balance)	$1,140.00
Gold 300 (175 trips to CAF + $300 declining balance)	$1,140.00
Silver 400 (150 trips to CAF + $400 declining balance)	$1,140.00
Silver 500 (125 trips to CAF + $500 declining balance)	$1,140.00
Bronze 725 (25 trips to CAF + $725 declining balance)	$825.00
Bronze 825 ($825 all declining balance)	$825.00
Bronze 1000 ($1,000 all declining balance)	$1,000.00

Room Charges Per Semester

Standard Double	$1,492.00
Tower Village Suites	$2,213.00

Subsequent Classification

A residency classification once assigned (and confirmed pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

A student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of applying for a reclassification in the Office of the Provost.

Appeals

A student may appeal a residence classification assigned by the admitting office by submitting to the Office of the Provost a completed "Residence-and-Tuition Status Application." **The completed application must be submitted before the end of the academic term for which the student wishes to be considered for reclassification.** Application forms may be obtained from the Office of the Provost, 201 Mossman, from any admitting office, or at http://provost.uncg.edu/res.

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified as a nonresident at the time of registration pays the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she pays the resident rate. Any necessary adjustments in the rate paid will be made at the conclusion of the appeal.

Students or prospective students who believe that they are entitled to be classified as residents for tuition purposes should be aware that the process of requests and appeals can take a considerable amount of time and that applications for classification should not be delayed until registration. Students who wish to receive a timely review of their residence status should submit their completed "Residence-and-Tuition Status Application" approximately 30–45 days in advance of the term for which they are seeking a review of their residence status. Applications are reviewed in the order in which they are received; failure to submit an application in a timely manner may delay the review process.

The Office of the Provost's determination of residence classification may be appealed to the Campus Residence Appeals Committee, and decisions of the Campus Residence Appeals Committee may be appealed to the State Residence Committee. A written statement of the appeals procedure is provided to every applicant or student receiving an adverse decision from the Office of the Provost.

25% Tuition Surcharge for Undergraduates

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27, 1993 Session) which became effective fall semester 1994 and applies to all NEW undergraduates seeking a baccalaureate degree. Specifically, it states,

> "The Board of Governors of The University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent (25%) tuition surcharge on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs."

Students Subject to the Surcharge

The tuition surcharge will be applied to new undergraduate students enrolled for the first time in fall 1994 and thereafter in a degree program at UNCG as follows:

(1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all hours in excess of 140.

(2) For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the credit hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involving double majors, or combined bachelor's/master's degrees.

(3) For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the *minimum* additional credit hours needed to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree audit performed by the Office of Student Academic Services during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. **The surcharge does not apply to required fees.**

Hours INCLUDED in Tuition Surcharge Hours:

The undergraduate credit hours to be counted in the calculation of the tuition surcharge include:

(1) all semester (fall and spring semester) academic credit hours attempted (includes repeated course work, failed course work, and course withdrawls); and

(2) all transfer credit hours accepted by UNCG.

Hours EXCLUDED from Tuition Surcharge Hours:

(1) College Board's Advanced Placement (AP) credit;

(2) College Level Examination Program (CLEP) or similar programs' credits;

(3) credit earned through any UNCG advanced placement, course validation or similar procedure;

(4) credit earned in summer sessions at UNCG or another UNC institution;

(5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the Tuition Surcharge Hours earned each semester and cumulatively in their tuition billing.

Students may contact the Office of Student Academic Services to obtain current information on their credit hours.

Housing Plans

All UNCG students have the option of living on or off campus. Approximately 4,000 students live in 23 residence halls on campus. UNCG houses students without regard to race, creed, color, sexual orientation, religion, or national origin. Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

All rooms have local telephone service. Long distance service is available by using a personal calling card.

To request a space, students must log in to the UNCG Housing & Residence Life Web site at www.uncg.edu/rli. Descriptions of the halls and directions for applying for housing are available beginning January 15 for fall semester and October 15 for spring semester.

Current housing costs are outlined in the following table. Also see additional housing information in chapter 8.

Annual Housing Rates (2005–06 rates)

The following rates include telephone and cable TV charges.

Standard Double	**$2,984 per year**
Tower Village Suites	**$4,426 per year**

Meal Plans

All students who live on campus are required to purchase a meal plan for use in the UNCG dining locations. Please visit www.uncg.edu/din for the latest information on meal plans.

All meal plans are purchased per semester. Changes to meal plans may be made up until seven days after the first day of classes.

Remaining meals and any unused declining balance transfers from the fall to the spring semester. At the end of the spring semester, any remaining meals or unused declining balance are non-refundable and cannot be transferred to the next academic year. See chapter 8 for complete details about available UNCG Dining Services.

Miscellaneous Fees and Expenses

Athletic, Activity, and Facilities Fees

Payment of these fees gives students access to athletic events, campus organizations, Elliott University Center (student union), and many other student programs.

Auditing Fees

Current UNCG Students. A registered full-time UNCG student may audit one course per semester without charge. A registered part-time UNCG student may audit no more than two courses per semester and is charged a fee of $15.00 per course.

Division of Continual Learning Visiting Auditors. Visiting auditors are classified as non-UNCG students who wish to take a course without receiving a record of enrollment. Such individuals must apply to register through the Division of Continual Learning. A Visiting auditor will not receive a record of enrollment and is charged a $50.00 fee per course.

Registered auditors (persons not officially enrolled at UNCG) who do require a record of enrollment as an auditor should follow regular admission, registration, and payment procedures. A fee equal to in-state or out-of-state tuition rates is charged for each course audited (see table on p. 24).

Fees are payable in full at the time of enrollment. See **Admissions** for details about auditing courses.

Books and Course Supplies

Costs generally run $250–$500 per semester for textbooks and related supplies for full-time students. These are to be paid for as purchased, either from the University Bookstore or elsewhere. A few courses may require significantly higher expenditures for supplies or special fees and are so noted in the semester *Schedule of Courses*.

Furnishings (Residence Hall)

All residence hall rooms are furnished with beds, dressers, and desks. All have community bathrooms by floor or wing. All have local telephone and automated voice-mail service. Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads, towels, and room accessories such as telephones, study lamps, draperies, rugs, recycling bins, and wastebaskets.

Graduation Application Fee

The graduation fee, currently $50 for the baccalaureate degree, covers the cost of the diploma and other costs associated with the Commencement ceremony and is charged to all degree candidates. It is payable in the Cashiers and Student Accounts Office 30 days prior to graduation. **The fee is nonrefundable.** Effective spring 2005, degree candidates purchase or rent regalia from the University Bookstore.

Identification Cards (UNCG FirstCard)

A permanent UNCG FirstCard will be issued to each student upon completion of registration for their first semester at UNCG. A $15.00 replacement fee is charged for lost, stolen, or damaged IDs.

Internet/Cable Connections

All residence hall rooms are wired for direct Ethernet connection to the internet, with one port per student. All residence hall rooms have a cable TV connection and Time Warner Cable Service with 57 channels.

Laundry & Dry Cleaning

The University does not provide any laundry or dry cleaning service. FirstCard-ready washing machines and dryers are located in each residence hall. Students may apply money to their UNCG FirstCard for laundry and vending expenses.

Telephone Service

All rooms include free campus and local telephone service with individual voice mailboxes. Standard double rooms have one shared phone line per room with two (2) jacks. Tower Village suites have individual phone lines. Students are responsible for providing an analog telephone set. See www.uncg.edu/tsv for local calling area information. Prepaid or personal calling cards are required for long distance.

Transcript Fee

A fee (currently $5 per copy) is charged for release of an official UNCG academic transcript.

Uniforms, Special Equipment, and Liability Insurance

Students are expected to use outfits appropriate to the physical education activities taken. Gym clothing, leotards, and other appropriate outfits are available from the University Book Store.

Nursing majors are required to purchase uniforms and liability insurance. See **School of Nursing** in chapter 7 for complete details.

Some majors in Exercise and Sport Science are also required to purchase liability insurance. See **Department of Exercise and Sport Science** in chapter 7 for details.

Many laboratory courses require safety goggles and special protective clothing. Smocks or coveralls are often required in art classes. Unless the student has advance information, it is preferable to purchase these items after arrival.

Vehicle Registration & Parking Permits

Registration and parking permits are required for all student-operated motor vehicles which park on the UNCG campus. See **The University Community** for details on parking regulations.

Payment of Tuition and Fees and Payment Plans

Payment of Bills

The annual expenses table on p. 23 provides estimated costs on a nine-month academic year basis for full-time students. To estimate the amount due each semester, divide the total expense figure by two. This is the approximate amount that will be billed to the student by the University during registration each semester. If financial aid has been awarded to a student, the amount will be reflected on the bill (see information below).

Continuing students who register during the current semester for the next semester receive bills for tuition and fees as follows:

Fall semester bills are mailed in July to students' permanent mailing addresses, with total payment due in late July.

Spring semester bills are mailed in mid-November to students' local addresses, with total payment due in early December.

Bills are not mailed to new students who register in August/January. Students should print bills along with their class schedules when they register, and are expected to pay upon registration.

Payment Deadlines

Payment of bills for the fall and spring semesters should be made in the Cashiers and Student Accounts Office, 151 Mossman Building, by the deadline dates set by the University Registrar and published in the semester *Schedule of Courses*. The deadline dates are also set forth in the instructions mailed to students with their bills. **Payments not received by these dates will result in the cancellation of registration.** Payment by mail or via the Web is encouraged. Students should contact the Cashiers and Student Accounts Office (336/334-5831) with any questions about tuition and fees or the payment process.

ID Validation

FirstCard IDs are validated electronically upon payment of tuition and fees.

Banking Information

Wachovia Bank ATMs are located in the Bryan School of Business and Economics, Elliott University Center, and the main dining hall. There is also a State Employees' Credit Union ATM in the Elliott University Center and a Bank of America ATM in the main dining hall. Students are encouraged to establish checking accounts at one of the banks in Greensboro. Wachovia Bank offers students registered with the University free checking with no minimum balance. Student identification cards will enable students to cash checks for up to $50 at the Cashiers and Student Accounts Office for a fee of 50¢ per check. Checks that are returned for non-payment will be charged a $25.00 return check fee for each returned check. This fee will be assessed to either the maker of the check or last endorser (whoever last negotiated the check). UNCG has the authority to cancel semester registrations for non-payments resulting from returned checks.

The Cashiers and Student Accounts Office is open between 8:00 A.M. and 5:00 P.M., Monday through Friday, and is located in 151 Mossman Building (336/334-5831).

Student Credit Policy

Tuition and fees for all University students are due and payable before or on registration day in the Cashiers and Student Accounts Office. North Carolina law requires the University to charge and collect from each student at the beginning of each academic session tuition, fees, and an amount sufficient to pay all other direct expenses such as room and board incurred for the term. Payments may be made by cash, money order, check, or VISA or Mastercard credit cards. Cash should not be sent through the mail.

As an exception to the above policy, students may be granted deferments (credit) only if they meet one of the following criteria:

(1) Students who receive awards through the UNCG Financial Aid Office from one or more of the following programs must pay the amount of their bill less the amount awarded for deferable financial aid. Any liability resulting from a reduction of financial aid becomes the student's responsibility payable upon notification of the adjustment of the award. Financial aid awards for purposes of the credit policy are as follows: Pell Grants, Subsidized Stafford Student Loans, Institutional Loans, SEOG, Perkins Loan, N.C. Veteran Scholarships, Vocational Rehabilitation, Disabled Veterans, Minority Presence Grants, University Scholarships, Fellowships, Assistantships, and Grants.

(2) Students wishing to utilize Veterans' benefits under the credit policy must demonstrate financial need in compliance with normal financial aid need standards. Final approval is contingent upon the student's demonstration of need and a good credit history with the University.

(3) Recipients of scholarships awarded by organizations outside the University in which direct payment is made to UNCG and notification is on file with the Financial Aid Office may qualify under the credit policy. Students should provide notification of such awards as soon as possible to the Financial Aid Office.

UNCG Refund Policy

PART I: Policy for Students Completely Withdrawing From UNCG

Official Notice of Intent to Completely Withdraw from The University of North Carolina at Greensboro

Students who find that they must withdraw from the University can do so by dropping all courses through *UNCGenie* via the Web site. Students who drop all courses are considered to be withdrawn from the University and must seek reactivation or readmission through either Undergraduate Admissions or The Graduate School to return to school in subsequent terms.

Students who wish to discuss the academic consequences of a change in enrollment status at the University may contact: undergraduates—Student Academic Services, 159 Mossman Building; graduate students—The Graduate School Office, 241 Mossman Building.

There will be a $25.00 non-refundable processing fee charged to all students who completely withdraw from the University.

Complete Withdrawal from UNCG for Students Activated for Military Duty including the Armed Services Reserve and the National Guard

If a student is involuntarily called for active duty during a currently enrolled semester, the following refund guidelines apply:

- The return of funds calculation will be completed under the normal terms and conditions as applicable.
- The student will be expected to provide correspondence supporting the call to active military duty.

Students who serve in the Armed Services Reserve or the National Guard are often alerted that they may be called to active duty for various reasons. If any student is voluntarily or involuntarily called for active duty during a term in which he or she is enrolled, the eligible student may elect one of the following options:

A. Complete Withdrawal Option (without academic penalty)

1. Tuition and general fees will be fully refundable.
2. Health fees generally will be fully refundable except for students who have used the University's health services. These students would be billed at the fee for service rate to a maximum charge equivalent to the health fee. Students who have enrolled in the Student Health Insurance program should contact the Agent for information on a pro-rated refund of premium.
3. Room and board will be refunded based on the number of weeks the room was occupied and the meals consumed.
4. The student will be responsible for any miscellaneous charges such as library fines, parking tickets, health service charges, etc.
5. In order to be eligible for a refund under these guidelines, the student must contact the University Registrar's Office and provide the following:
   a. a copy of his or her call-up papers; these "orders" will serve as documentation for the refund of tuition and fees.
   b. a mailing address to which the student would like the refund to be sent.

   The University Registrar's Office will notify appropriate offices of the student's withdrawal including Student Academic Services, The Graduate School, Financial Aid Office, Housing and Residence Life, and the Cashiers and Student Accounts Office.
6. In order for students living in University housing to receive a refund from the Department of Housing and Residence Life, they must return their room keys to the appropriate office.
7. If a student is receiving financial aid during the term in which he or she is called to active duty, financial aid must be repaid according to federal and state guidelines before a refund will be issued by the University.

B. Early Exam Option

Eligible students who are required to report for military duty not earlier than four calendar weeks prior to the date a semester ends as stated in the official bulletin of the University, or after completion of at least 75% of the enrollment period in a non-standard semester, may, when authorized by the instructor, take exams early and be given full credit for all courses for which they have an average of C or better. Students are ineligible for refunds for courses for which they receive credit.

C. Incomplete Grade Option

Students, when called to active duty, may opt to take an incomplete in a course and complete the course upon release from active duty. Course completion may be accomplished by independent study or by retaking the course without payment of tuition and fees; the student need not reregister for the course upon his or her return. Under federal financial aid policies, a course that is retaken this way may not be counted toward a student's enrollment load. Eligible students who receive an incomplete for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.

D. Returning to the University

1. If a student is called for active duty and subsequently released in a manner that would allow them to re-enroll during the semester in which they withdrew, the University will make every effort to accommodate the request. Individual contacts with faculty involved will determine appropriateness of returning to a course.
2. Students who are called to active duty during a semester, and who withdraw from the University, are technically ineligible to participate in early registration for the term in which they wish to re-enroll; however, UNCG will make every effort to give these students special dispensation and to allow them to pre-register for that term.

Summer Session Withdrawal

Students who completely withdraw from their summer courses will be handled with the same refund policy that applies to the regular academic year.

Return of Federal Title IV Funds

The federally mandated Return of Funds Policy governs the return of Title IV funds disbursed to students who complete the official withdrawal process as defined by the University. The term refund should be understood to mean the repayment of money received by the University for tuition and fees or for a reduction of charges if tuition and fees have not yet been paid. Title IV funds include Federal Unsubsidized and Subsidized Stafford Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), and NCSIG. Federal Work Study is excluded from this procedure.

Unearned Title IV funds must be returned to the Title IV programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of earned Title IV aid. During the first 60% of the enrollment period (semester or term), a student earns funds in direct proportion to the length of time he or she remains enrolled. The period of time during which a student is enrolled is the percentage of aid earned by the student. A student who remains enrolled beyond the 60% point earns all Title IV aid for the term.

The percentage of the period that a student remains enrolled is determined by dividing the number of days the student attended by the number of days in the term. Calendar days are used in the determination of percentages. Breaks of five (5) days or longer are excluded in the calculations. The percentage may be found by using the following formula:

$$100\% - \frac{\text{(number of days the student attended)}}{\text{number of days in the semester}}$$

If the amount of the Title IV funds disbursed is greater than the amount of Title IV funds earned by a student, a return of Title IV funds is necessary. Both the University and the student are responsible for returning a percentage of the unearned aid.

The University will return federal funds to the appropriate federal program up to the total net amount disbursed from each source as required by law. The prescribed order of return is:

- Federal Unsubsidized Stafford Loan
- Federal Subsidized Stafford Loan
- Federal Perkins Loan
- Federal PLUS Loan
- Federal Pell Grant
- FSEOG
- Other Title IV Programs

Return of Non-Federal Funds

UNCG will return Non-Federal funds received and applied to a student's account in the same manner as it is applied in the "Return of Federal Title IV Funds." However, any outstanding financial obligation to UNCG will be deducted from the amount of Non-Federal funds to be returned. Funds will be returned to the student unless they are requested by the source from which the funds were disbursed. When a student completes the withdrawal process, the Cashiers and Student Accounts Office will initiate a refund and mail it to the student's last known off-campus address.

If a student still has an outstanding financial obligation as a result of this process, the University will bill the student for payment.

Example of Total Withdrawal Refund Calculation[1]

Day	Refund	Day	Refund	Day	Refund	Day	Refund
1	100.00%	19	83.80%	37	68.40%	55	53.00%
2	98.30%	20	82.90%	38	67.50%	56	52.10%
3	97.40%	21	82.10%	39	66.70%	57	51.30%
4	96.60%	22	81.20%	40	65.80%	58	50.40%
5	95.70%	23	80.30%	41	65.00%	59	49.60%
6	94.90%	24	79.50%	42	64.10%	60	48.70%
7	94.00%	25	78.60%	43	63.20%	61	47.90%
8	93.20%	26	77.80%	44	62.40%	62	47.00%
9	92.30%	27	76.90%	45	61.50%	63	46.20%
10	91.50%	28	76.10%	46	60.70%	64	45.30%
11	90.60%	29	75.20%	47	59.80%	65	44.40%
12	89.70%	30	74.40%	48	59.00%	66	43.60%
13	88.90%	31	73.50%	49	58.10%	67	42.70%
14	88.00%	32	72.60%	50	57.30%	68	41.90%
15	87.20%	33	71.80%	51	56.40%	69	41.00%
16	86.30%	34	70.90%	52	55.60%	70	40.20%
17	85.50%	35	70.10%	53	54.70%	71–117	0%
18	84.60%	36	69.20%	54	53.80%		

[1] Actual refund calculation percentages for a specific semester are available on the University's Web site.

PART II: Policy for Students Who Drop Course Hours

The refund policy applies to complete withdrawals from UNCG. If a student simply reduces his/her course load after the Late Registration and Schedule Adjustment period (refer to the University Academic Calendar for dates), NO refund or reduction of charges whatsoever will be credited to the student's account. However, if the drop in hours occurs before the end of the Late Registration and Schedule Adjustment period, the student is entitled to a full refund for the hours dropped. If the change results in the creation of a credit balance, a check will be generated and mailed to the student's last known on- or off-campus address.

If students reduce the amounts of their credit hours during a summer session, they should then refer to **the last day for tuition refund for a drop in credit hours chart** listed in the Summer Session Calendar published in the *Summer Session Bulletin.*

Housing and Dining Plan Refunds

Room rent and board are NOT refundable. However, if a student qualifies for an exception as stated above, room rent and board are refundable except the pro rata part of the remaining charge based on the expired portion of the term. The housing contract is for one academic year. Students who cancel their contract at the end of the fall semester and remain enrolled at the University, will be charged for the spring semester rent. Also see information in chapter 8.

Late Fee for Registration

Continuing students eligible to register during early registration for the following semester who choose not to do so, or who fail to confirm their registration with payment of tuition and fees will be charged a late fee. Waiver of the late fee will be considered only when it can be demonstrated that the University, through one of its offices or officials, was directly responsible for the failure of the student to complete registration.

Refund Committee

The Refund Committee considers appeals from any student who wishes to submit an appeal in writing. Cases are referred to the committee when the usual regulations do not address particular circumstances.

The committee normally does not grant a refund if a student withdraws for personal reasons such as failing or transferring to another institution. (Transferring to another campus of The University of North Carolina is the same as going to another school, since each is administered separately for financial purposes.)

Questions pertaining to the Refund Committee should be directed to the Cashiers and Student Accounts Office, 151 Mossman Building, 336/334-5831.

Financial Aid at UNCG

UNCG administers an extensive financial aid program which provides assistance to more than half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work-study. Eligibility for need-based programs is determined through an analysis of family financial information provided on the Free Application for Federal Student Aid [FAFSA] or the Renewal Free Application for Federal Student Aid [RFAFSA]. Students who file the FAFSA/RFAFSA by the priority filing date of March 1 are also considered for non-need-based aid programs. For information on programs, services, and application procedures, contact the Financial Aid Office at the following address:

UNCG Financial Aid Office
PO Box 26170
Greensboro, NC 27402-6170
Tel: 336/334-5702 *E-mail: finaid@uncg.edu
Web site: http://fia.dept.uncg.edu
Hours of operation: 8:00 A.M.–5:00 P.M.
Monday, Tuesday, Wednesday, and Friday
8:00 A.M.–4:00 P.M. Thursday
Please note: **Summer hours may vary**

The Financial Aid Office is located at 723 Kenilworth Street on the UNCG campus. Financial Aid information can be found on the Financial Aid Web site at http://fia.dept.uncg.edu.

Residents of North Carolina may contact the College Foundation of North Carolina, PO Box 12100, Raleigh, NC 27605-2100, phone—1-888-234-6400, or visit their Web site at www.cfnc.org for information about North Carolina aid programs.

Support for UNCG's financial aid program comes from federal and state governments, and from individuals, foundations, and corporations. Awards are granted and administered according to the provisions determined by the contributing agency or donor.

Renewal of a student's award from federal and state sources is contingent on continued support from government agencies and on the annual determination of the student's eligibility. Federal and state programs change frequently, so specific types of awards may not be available each year. Award amounts may vary year to year, based on available funds and changes in a student's financial need status.

You must keep your telephone number, mailing address, and e-mail address* current. Many circumstances arise which require that the Financial Aid Office contact you in an immediate fashion.

You must notify the Financial Aid Office in writing if you:

a) Choose not to accept all or a portion of your aid package.
b) Intend to withdraw from or cease enrollment at UNCG.
c) Receive any form of additional aid.

**E-mail is the primary means of communication from the Financial Aid Office to students. Students may update their e-mail addresses via* UNCGenie, *from the UNCG Web site at www.uncg.edu.*

UNCG Policy on Satisfactory Academic Progress for Financial Aid Purposes

All students receiving financial aid (scholarships, grants, loans, and/or work-study) are required to meet the standards of the UNCG Policy of Satisfactory Academic Progress for Financial Aid Purposes in order to maintain eligibility for funding. Further information concerning this policy is available through the Financial Aid Office or its Web site.

Conditions of Award Receipt

Most types of financial aid at UNCG are applied directly to the student's UNCG account. Any financial aid funds that exceed the current semester charges are mailed by the Cashiers and Student Accounts Office to the student's campus or local address in the form of a refund check. Some types of financial aid cannot be applied directly to the student's account and require that the student sign a check at the UNCG Cashiers and Student Accounts Office. Students who must sign a check are notified by mail by that office.

In order for funds to be disbursed to the student, whether by the automated process or by manual disbursement, students must have completed all requirements of the aid receipt process. These requirements include:

1) Receive award letter from the Financial Aid Office with all awards listed, and complete any requested paperwork.
2) Resolve any existing financial aid holds.
3) Be registered for the required credit hours on which your award was based.
4) Confirm your classes by paying the total amount due on your bill for the semester, or have aid in place to cover the amount of your bill.
5) Comply with University immunization requirements.

It is the student's responsibility to meet the above requirements and to assure that all documentation requested by the Financial Aid Office is received.

General Grants and Scholarships

The Financial Aid Office awards a limited number of general institutional grants and scholarships, ranging in value from $100 to $2,000 per year, to students (new and continuing) who have above-average academic records, meet specific award requirements as established by the donors, and/or have financial need. These awards may not be renewable. A listing of these awards and application requirements may be found on the Financial Aid Web site at http://fia.dept.uncg.edu. FAFSA/RFAFSA filers are automatically considered for need-based and non-need-based aid.

Departmental Grants and Scholarships

Some scholarships are restricted by academic major. Recipients of these scholarships are generally nominated or selected by academic departments or schools, or, in some cases, by designated committees, and are generally restricted to students in specific areas of study or special programs. For a listing of these scholarships, please visit the Financial Aid Web site at http://fia.dept.uncg.edu.

Outside Scholarships

Students are encouraged to inquire with their local high school counseling staff, chamber of commerce, and public library to find sources of scholarship assistance. Sources include civic organizations, professional organizations, employers, high schools, and religious organizations. Students may visit the UNCG Financial Aid Office to review its collection of outside scholarship announcements, which is updated and maintained on an ongoing basis as announcements are received. Students may also access free scholarship databases on the Web through links from the UNCG Financial Aid Web site.

Donors of outside scholarships should be instructed to send checks to the Financial Aid Office. Checks should include the name of the scholarship, the term(s) for which the award is made, and the student's complete legal name and social security number. If the donor does not provide instructions otherwise, the amount of the scholarship check will be divided and applied to the student's account equally for the fall and spring semesters.

Merit Awards Program

The Merit Awards Program includes the most selective academic excellence awards made by UNCG. The winners are among the most outstanding students at UNCG, and their achievements enrich and enhance the University. More than forty renewable scholarships ranging from $2,500 to $15,000 per year are offered annually to entering freshmen. Awards are renewable through up to four years of undergraduate study, dependent on maintaining academic standards set for the awards and satisfactory performance in an area of study for awards restricted by discipline.

A single application, available from the Financial Aid Office and due in early January, provides consideration for each of the following Merit Awards Program awards:

Merit Award Scholarships

Alumni Scholarship: The Alumni Association established these unrestricted annual awards to provide assistance to students of merit (approximately four are awarded per year).

Hazel Nixon Brown Scholarship: These awards are made to incoming freshmen who intend to major in Nursing. Preference is given to North Carolina students from Surry or Yadkin Counties.

Bank of America Scholarship: These awards give preference to students interested in business careers. Bank of America arranges a paid six-week internship after the junior year (approximately two awarded per year).

Board of Visitors Chancellor's Scholarships: These are unrestricted annual awards made available through gifts from the UNCG Board of Visitors.

Kathleen Price and Joseph M. Bryan Scholarship: Joseph M. Bryan established these funds in 1984 for undergraduate study in the Joseph M. Bryan School of Business and Economics. The awards include opportunities for paid summer internships after the junior year and a $1500 study abroad stipend.

Ethel Virginia Butler Centennial Scholarship: Awards are made from a bequest from alumna Ethel Virginia Butler, a former teacher and long-time manager of the University Bookstore (approximately ten awarded per year)

Ruth McKaughan and W. Bryan Carter Scholarship: These annual awards are given to female North Carolina students for study in English (approximately four awarded per year).

Class of 1942 Centennial Scholarship: Funds for this scholarship were established by members of the Class of 1942 in honor of the fiftieth anniversary of their commencement, and the University's centennial year (approximately one awarded every four years).

Class of 1944 Scholarship: Endowed by the Class of 1944 in 1994 to attract students with demonstrated leadership skills and academic excellence (approximately one awarded each year).

Class of 1945 Centennial Scholarship: Established in 1995 by the Class of 1945 to assist female students who have an interest in human relations, international studies, or women's studies (approximately one awarded per year).

Class of 1970 Scholarship: Created by the Class of 1970 in celebration of their 25th Anniversary (approximately one awarded per year).

Carol Jean Eiserer Memorial Scholarship: The Eiserer Memorial Scholarship provides out-of-state tuition, fees, and a partial amount for on-campus room and board for a graduate of the Montgomery County Public Schools in Maryland who plans to major in Exercise and Sport Science (awarded once every four years)

The Marguerite Felton and Guita Marble Scholarship in Chemistry: This scholarship was established in 2000 in honor of two esteemed professors of Chemistry, Ms. Marguerite Felton and Dr. Guita Marble, for study in chemistry.

James S. and Frances C. Ferguson Scholarship: This award, made to an outstanding out-of-state student, was established in 1978 to honor Dr. and Mrs. James S. Ferguson.

Fiftieth Class Reunion Scholarship: Awards are made possible through on-going class gifts given by alumni on the occasion of the 50th anniversary of their graduation from the University (approximately two awarded per year).

The Marian White Fisher, M.D. Centennial Scholarship: Awards are made possible by a bequest of Freida White McGirt in memory of her daughter, Dr. Marion White Fisher, '39 (approximately two awarded per year).

The Jefferson-Pilot Scholarship: In 1961, the Jefferson-Pilot Life Corporation of Greensboro established this annual award (approximately one awarded per year).

Elizabeth Louisa "Libby" Jones Scholarship: This annual award is given to students majoring in one of the sciences (mathematics, computer science, chemistry, or physics).

Beverly C. Moore Scholarship: This award, made possible by a gift from the Moore family, is awarded approximately every two years.

L. Richardson and Emily Preyer Scholarship: This unrestricted annual award was established in 1991 to aid an outstanding undergraduate student (approximately one awarded per year).

Katharine Smith Reynolds Scholarship: Awards are made possible by the Z. Smith Reynolds foundation of Winston-Salem for North Carolina residents. Reynolds Scholars receive two $1,250 stipends for community service involvement and an internship. They also receive a $2,500 stipend for study abroad. Approximately ten awards are made each year.

Harry B. and Edith V. Sloan Memorial Scholarship in Science, Mathematics, and Health: Endowed in 1997 for students interested in pursuing study in health, the sciences, or the mathematical sciences (approximately one awarded every four years).

Superintendents' Scholarship

Superintendents' Scholarships are awarded to incoming freshmen from high schools in the Piedmont Triad Education Consortium. They are awarded by the Financial Aid Office, are valued at $1,000, and are renewable for up to four years.

Deans' Scholars Program

The Deans' Scholars Program offers incoming freshmen four-year renewable scholarships ranging from $1,000 to $3,000 annually. This competitive program emphasizes academic rigor demonstrated by the completion of Advanced Placement (AP), honors, and college level courses while in high school. Interested students should complete a Merit Awards Application by the stated application deadline.

Community College Presidents' Scholarship

These two-year renewable scholarships are awarded to students transferring from local community colleges, based on the nomination of their community college president. For a complete listing of participating community colleges, contact the Financial Aid Office at your community college.

Other Grants and Scholarships

Federal and state funds are available for grant and scholarship awards to students with exceptional financial need. A grant or scholarship is gift assistance and does not require repayment. Students who complete the financial aid application procedures are considered for all grant funds for which they are eligible.

For a complete listing of grants and scholarships available at UNCG, visit our Web site at http://fia.dept.uncg.edu.

Federal Pell Grants

The Federal Pell Grant program assists undergraduate students in meeting postsecondary educational expenses. The program provides eligible students in need of financial assistance with federal funds to help pay for their first baccalaureate degree. Students who already hold a baccalaureate degree and are pursuing a second baccalaureate degree are not eligible for a Federal Pell Grant.

A Free Application for Federal Student Aid (FAFSA) or Renewal Free Application for Federal Student Aid (RFAFSA) must be filed to determine Federal Pell Grant and other need-based aid eligibility before an award can be made by UNCG. Ineligibility for a Federal Pell Grant may not affect eligibility for other types of aid at UNCG. A student must reapply each year for a Federal Pell Grant, and the amount of the grant may vary from year to year.

North Carolina Student Incentive Grants

A North Carolina resident full-time undergraduate student with exceptional financial need may be eligible for a state grant of $700. Students who wish to be considered for this grant must file the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA each year and give the U.S. Dept. of Education permission to send the financial information to the State. The deadline for applying is March 15, but application as soon after January 1 as possible is encouraged.

Incentive Scholarship and Grant Program for Native Americans

North Carolina residents who are members of an Indian tribe recognized by the State of North Carolina or by the federal government may be eligible for a need-based grant or merit scholarship through this State-funded program. Contact the Financial Aid Office for eligibility requirements and application procedures.

North Carolina Teaching Fellows

(www.teachingfellows.org)

Four-year awards of up to $6,500 per year are made to high school seniors who are promising prospective teachers. Financial need is not a selection criterion. For each year a student receives an award, he or she is expected to teach one year in North Carolina. The application deadline is in November and awards are announced in April. Applications are available from high school counselors and the NCTF Commission, Koger Center, Cumberland Bldg., 3739 National Dr., Suite 210, Raleigh, NC 27612, phone: 919/781-6833, e-mail: tfellows@ncforum.org.

Prospective Teacher Scholarship/Loan

North Carolina residents who plan a teaching career in the state may apply for a Prospective Teacher Scholarship/Loan. High school seniors who apply must have a minimum SAT score of 900 and a minimum GPA of 3.0. College applicants must have a minimum GPA of 3.0. The award is valued at up to $2,500 per year, and each year's stipend may be canceled by a year of public school teaching in North Carolina. Information and applications may be obtained from high school guidance counselors, college financial aid offices, schools of education, and at the Web site at www.cfnc.org. Applications are due in mid-February. Awards are announced in May.

Nurse Scholars Program

Awards are available to North Carolina residents with strong academic records. Students contract to work as full-time registered nurses within the state after graduation or they must repay the amount they are awarded plus interest at the rate of 10%. Students should contact the School of Nursing to be nominated for this award and for further information on the program.

Nurse Education Scholarship/Loan

The loans are awarded to North Carolina students, with preference given to juniors and seniors in nursing degree programs. Recipients are selected on the basis of financial need and merit by the Financial Aid Office. Loans may be repaid through full-time employment as a nurse in North Carolina or through repayment at a 10% interest rate.

Loans

UNCG offers loan assistance through the programs listed below to graduate and undergraduate students. Students are considered for loan assistance when they complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Free Application for Federal Student Aid (RFAFSA). The Financial Aid Office determines loan eligibility from the program that is most suitable to the student's circumstances. When receiving a loan, the student must sign a promissory note. Students are encouraged to manage their loan debt load and to be aware of debt levels when they receive additional loans.

Short-term loans for emergency expenses of up to $300 are available through the Financial Aid Office during the time students are enrolled. Contact the Financial Aid Office regarding the terms and conditions applicable to the Emergency Loan Program.

Federal Stafford Loans

All students who are U.S. citizens or permanent residents, regularly admitted to UNCG, and who are enrolled at least half-time are eligible to be considered for assistance through the Federal Stafford Loan Program. Repayment on Stafford loans normally begins six months after the borrower graduates or terminates half-time enrollment.

The two types of Federal Stafford Loans are Subsidized and Unsubsidized. The Subsidized loan is awarded on the basis of financial need. The federal government pays the interest on this loan until repayment begins and during authorized periods of deferment. The Unsubsidized loan is not awarded on the basis of need. Interest accrues on the Unsubsidized loan from the time the loan is disbursed until it is paid in full. Interest may be paid as it accumulates, or may be added to the loan principal (capitalized). The FAFSA/RFAFSA determines your eligibility for each type of loan.

For the Subsidized Stafford loan, annual borrowing is limited to $2,625 for freshmen, $3,500 for sophomores, $5,500 for juniors and seniors, and $8,500 for graduate study. Total Subsidized loan assistance at the undergraduate level may not exceed $23,000. The aggregate limit for Subsidized Stafford loans through the graduate level is $65,500.

Independent students, including graduate students, or dependent students whose parents are unable to get a PLUS Loan (see below) may be eligible to borrow additional monies under the Federal Unsubsidized Stafford Loan Program. Freshmen and sophomores may be eligible to borrow an additional $4,000, upperclassmen an additional $5,000, and graduate students may be eligible to borrow an additional $10,000 in Unsubsidized Stafford loans.

The interest rate on Stafford loans is variable if your loan is disbursed on or after July 1, 1994. The variable rate is adjusted each year and will never exceed 8.25%.

Federal regulations govern the Federal Stafford Loan program, including but not limited to eligibility criteria, entrance and exit interviews, and fund disbursement.

Federal PLUS Loans

This federal government program allows parents of dependent students to borrow to meet educational expenses. These loans are available in addition to the Federal Stafford Loans up to the cost of attendance. The Federal PLUS program provides nonsubsidized loans at a variable interest rate that is not to exceed 9%. The amount borrowed under this program may not exceed the cost of education minus other aid received. Repayment usually begins 60 days after the loan is disbursed.

Federal Perkins Loans

Students with exceptional need may be eligible for a Federal Perkins Loan. The interest rate on the Perkins loan is 5%. Repayment is made to the school, and normally begins nine months after the borrower graduates, leaves school, or drops below half-time enrollment. UNCG will automatically consider any student who files the FAFSA/RFAFSA for the Perkins Loan.

North Carolina Student Loans for Health, Science and Mathematics

Legal residents of North Carolina accepted as full-time students in accredited associate, baccalaureate, master's, or doctoral programs leading to a degree in health, mathematics, nursing, or science may be eligible for this type of loan. Maximum loans range from $3,000 to $8,500 depending on the degree level. Recipients are selected according to major, academic capabilities, and financial need.

Interested students should request information and applications as soon as possible after January 15 from the North Carolina Student Loan Program for Health, Science, and Mathematics, PO Box 13223, Research Triangle Park, NC 27709, telephone: 919/549-8614.

Research Assistantships

The Office of Research's Undergraduate Research Program offers research assistantships for highly motivated undergraduate students to work closely with a faculty member on his/her research, scholarship, or creative activity. Assistantships are limited to rising juniors and seniors with 30 hours or more at UNCG and a cumulative UNCG GPA recommended minimum of 3.0. Part-time students who meet all criteria are eligible. Faculty and students in all disciplines are encouraged to participate. Awards are competitive. Faculty nominate students in early spring and awards are announced in late spring. Funds are available for the summer, one semester, or for an academic year. For more information, go to the Office of Research Web site at www.uncg.edu/ research and follow the links related to student research.

Student Employment

Funds for part-time jobs are provided for in the budgets of various departments on campus and also by the federal government. All student employees of UNCG, upon being hired, must present proper documentation verifying their identity and employment eligibility as required by the Federal Immigration Reform and Control Act of 1986.

Original documentation must be presented on or before the first day of work. A list of acceptable documents can be found on the Student Employment Web site at http://csc.dept.uncg.edu.

Federal Work-Study Program

The federal government provides funds for part-time on- and off-campus jobs for students through the Federal Work-Study Program. The average student job requires 10 to 15 hours per week. To be considered for Work-Study, a student need only complete the FAFSA/RFAFSA and indicate interest in student employment on the form. Federal Work-Study is a need-based program with limited funding. Not all students who indicate interest will be offered Work-Study.

Other On-Campus Employment

Part-time jobs on campus are available for students who do not qualify for Federal Work-Study and want to earn money for a portion of their college expenses. The Career Services Center, located in the Elliott University Center on the UNCG campus, maintains a listing of these jobs. Students are eligible to use the Career Services Center as soon as they have been accepted for Admission.

Financial Aid from Other Sources

North Carolina Services for the Blind

Services for the Blind, a state agency affiliated with the North Carolina Department of Human Resources, provides financial assistance to visually impaired/blind college students for such items as tuition, fees, books, supplies, and reader services. For information, contact the Chief of Rehabilitation Services, Division of Services for the Blind, 309 Ashe Avenue, Raleigh, NC 27606.

North Carolina Veterans Scholarships

The Department of Veterans Affairs offers scholarship assistance to North Carolina children of deceased or disabled veterans or of certain veterans who were listed as POW or MIA status. An eligible student should write to the N.C. Division of Veterans Affairs, 325 N. Salisbury Street, Raleigh, NC 27603, for information.

Vocational Rehabilitation Program

Many states offer educational assistance to students who have a mental or physical disability that is an impairment to employment. North Carolina residents should contact their local Vocational Rehabilitation office or the N.C. Division of Vocational Rehabilitation Services, P.O. Box 26053, 805 Ruggles Drive, Raleigh, NC 27611-6053.

Students from other states should contact a local vocational counselor.

4. Academic Regulations & Policies

changing/declaring a major Student Academic Services www.uncg.edu/adv/major

degree audits Student Academic Services www.uncg.edu/adv/degreeaudits

grades & graduation University Registrar's Office www.uncg.edu/reg

Several UNCG offices support the implementation of academic processes, policies, regulations, and related activities.

Orientation Programs for New Students

214 Elliott University Center • 336/334-5231
www.uncg.edu/ori

New undergraduates and their families are welcomed by a number of programs designed to assist with their transition into the UNCG community. The Office of Orientation coordinates these programs. Orientation activities include academic advising and registration for classes along with tours of the campus and campus resource fairs. French, Latin, and Spanish language, mathematics, and chemistry placement exams are also given at this time.

New students entering UNCG in the fall semester must participate in the summer SOAR program (Spartan Orientation, Advising, and Registration), which occurs in June. New students are also expected to participate in Spartan Welcome Weekend which takes place the weekend prior to the beginning of classes in the fall.

University Registrar's Office (URO)

180 Mossman Building • 336/334-5946
www.uncg.edu/reg

The Office of the University Registrar oversees adherence to academic policy and data integrity, and is responsible for the registration of all students in academic credit courses offered by the University. All aspects of registration, including the preparation of this *Bulletin*, the semester schedule of courses, demographic updates, registration scheduling and processing are handled by this office. In connection with registration, the University Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records (transcripts) for all current and former students. Also see chapter 8.

This office also provides summer session credit approval for UNCG students, and transfer credit evaluation for students transferring into the University.

Additionally, the University Registrar's Office coordinates the graduation application process for undergraduates, ordering of diplomas, Commencement activities, and development and oversight of the CAPP (Curriculum, Advising, and Program Planning) automated degree audit system.

Student Academic Services (SAS)

159 Mossman Building • 336/334-5730
www.uncg.edu/adv

The Office of Student Academic Services coordinates academic advising for undergraduate students, and administers undergraduate policies and regulations.

A staff of academic advisors is available in the Office of Student Academic Services from 8 A.M. to 5 P.M., Monday through Friday to answer questions and to assist students with academic matters beyond the scope of the faculty advisor. Please refer to chapter 8 for a description of services offered by the office.

The Director of the Office of Student Academic Services is responsible for the monitoring of University Undergraduate academic regulations as described on the following pages. Any student with questions concerning academic regulations should address them to the staff in the Office of Student Academic Services.

In addition to academic advising, Student Academic Services coordinates major changes and faculty advisor assignments, monitors student progress toward degree completion (degree audits), and coordinates graduation clearance. Student Academic Services also coordinates UNS 101—University Studies, the freshman orientation course and SAS 100—Strategies for Academic Success, the program required for first-semester students who are placed on academic probation.

A number of services for students are provided by Student Academic Services via the Web at www.uncg.edu/adv. Several are informational while others are interactive including virtual advising, frequently asked advising questions, declaring or changing majors, degree audit requests, as well as other advising-related forms.

Student Success Center

Ragsdale & Reynolds Halls • 336/334-7533
http://success.uncg.edu

The Student Success Center currently houses three different but related academic support service units complementing the efforts of the teaching faculty through personalized and structured approaches to learning which include tutoring, academic counseling, preparation for graduate school entrance exams, computer instruction, skills development, and workshops. The Learning Assistance Center (LAC) provides programs and services to help undergraduate students improve their academic performance and achieve their educational goals. Special Support Services (SSS) is a comprehensive educational support program sponsored by the U.S. Department of Education and UNCG, providing free services to undergraduate students in a supportive and caring atmosphere that enables them to achieve high levels of academic success at UNCG. The Supplemental Instruction (SI) Program is an academic support area that targets historically difficult courses. SI is a non-remedial approach to learning enrichment that increases student performance and retention. Students enrolled in SI-identified courses attend regularly scheduled, out-of-class review/discussion sessions. The sessions are focused on reviewing lecture notes, discussing course readings, and preparing for examinations. See chapter 8 for a complete description of the Student Success Center.

Summary of Undergraduate Academic Requirements and Limits

Baccalaureate Degree Requirements and Limits

122	Minimum number of hours required for an undergraduate degree
168	Maximum number of hours that may be attempted toward a single undergraduate degree
36	Minimum number of hours required towards the degree at or above the 300 course level
31	Minimum required hours in residence at UNCG
31	Minimum required hours in residence at UNCG beyond the first degree for a second undergraduate degree
2.0	Minimum cumulative GPA required for graduation

Credit Hour Regulations and Limits

12	Minimum number of credit hours in which undergraduates must enroll per semester to qualify for full-time status
19	Maximum number of hours per semester in which an undergraduate may enroll without special permission
64	Maximum number of hours allowed for 2-year transfer credit
8	Maximum number of hours allowed for physical education credit
12	Maximum number of hours allowed for Army ROTC credit
12	Maximum number of hours allowed for Air Force ROTC credit

Non Credit Course

The course listed below does not count toward graduation nor is it calculated in the student's GPA.

SAS 100

Undergraduate Classifications

0–29 hours completed	Freshman
30–59 hours completed	Sophomore
60–89 hours completed	Junior
90 or more hours completed	Senior

Deans List Qualifications

15	Minimum number of hours a student must have completed at UNCG to be eligible for Dean's List
6	Minimum number of hours in which a student must be enrolled for a given semester
3.50	Minimum required GPA for the semester
B-	Minimum grade earned for the semester (no grade may be lower than B-)

Chancellor's List Qualifications

30	Minimum number of hours a student must have completed at UNCG to be eligible for Chancellor's List
12	Minimum number of hours in which a student must be enrolled for a given semester at UNCG
3.65	Minimum required cumulative GPA

Transfer students must be enrolled for at least one semester at UNCG to be eligible for the Chancellor's List.

Graduation with Honors Requirements

45	Minimum number of hours a student must complete in residence at UNCG by end of senior year to be eligible for graduation with honors
3.90	Minimum required GPA for *Summa cum laude*
3.70	Minimum required GPA for *Magna cum laude*
3.50	Minimum required GPA for *Cum laude*

Second Degree Honors Required Hours

45	Minimum number of hours a second degree candidate must complete toward the second degree in residence at UNCG, with the required GPA, to be eligible for graduation with honors

Simultaneous Baccalaureate Degrees Residency Hours

31	Minimum number of hours in residence a student must complete beyond requirements for the first degree in order to receive a second, simultaneous baccalaureate degree

The Academic Integrity Policy

First responsibility for academic integrity lies with individual students and faculty members of the UNCG community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the entire community. Specific information on the Academic Integrity Policy and obligations of faculty and students may be found online at http://studentconduct.uncg.edu/policy/academicintegrity. Names of College and School members of the Academic Integrity Advisory Group may be found online at this site as well as under the link "Academic Integrity at UNCG/Resources for Faculty." The Administrative Coordinator for Academic Integrity can be reached at 336/334-5513.

Declaring or Changing Majors

Notification of Student Academic Services or the College/School/Departmental office is required when a student declares or changes his/her major.

Declaring a Major

Many students declare their majors when they are accepted into the University or during their orientation programs, before they initially register for courses. Those who enter the University with an "undecided" major should declare their majors prior to the completion of 45 semester hours. To earn a degree in a timely manner, several academic departments recommend that students declare their major even earlier in their academic careers. Students should contact the department of their intended major for further information.

Changing a Major

Students planning to change their majors should do so well in advance of the next registration period in order to be assigned to a new advisor and to receive adequate advising in the department or advising center of their new majors.

Students should declare or change their majors by the end of September for spring semester registration in the new major, and by the end of February for fall semester registration in the new major.

Registering for Courses

Dates for advising and registration periods for each semester are published in the University Calendar, pp. 2–3, in each semester's *Schedule of Courses* booklet and on the University Registrar's Web site (www.uncg.edu/reg). It is the student's responsibility to be aware of all registration and advising periods. Registration for courses at UNCG is an automated process conducted through *UNCGenie*, UNCG's student information system, which provides students with Web registration access.

Registration Process

New Freshman students register for courses during the summer orientation programs (SOAR) or after the completion of their orientation programs at the beginning of a semester.

Transfer, Former, Explorations, or unclassified students receive registration instructions by e-mail before the beginning of each semester's registration period.

Greater Greensboro Consortium students: UNCG students wishing to take courses at one of the Consortium institutions (Bennett College, Elon University, Greensboro College, Guilford College, High Point University, Guilford Technical Community College, and North Carolina Agricultural and Technical State University) should request a Consortium form from the University Registrar's Office, 180 Mossman Building, 336/334-5646.

Continuing students, those currently enrolled in UNCG who are returning for another semester of work, receive instructions by e-mail for registering during the Early Registration periods in November (for spring semester) and in April (for summer/fall semester). Continuing students eligible to pre-register for the next semester who do not do so, will be required to pay a late registration fee.

Advising Codes

All undergraduates are required to meet each semester with their faculty advisors for assistance with course selection and to obtain semester advising codes. New advising codes are issued for the next semester during the advising period. Undergraduates must use advising codes to access the *UNCGenie* registration system, throughout the semester for schedule adjustment.

Course Selection

Course Loads

Twelve credit hours is considered full-time status for undergraduates. An undergraduate student must be enrolled for a minimum of 12 hours to qualify for full-time certification to any organization.

Full-time undergraduates normally take five courses per semester. Since a majority of courses carry three hours of credit with some carrying four hours of credit, a normal course load is 15 or 16 hours per semester. To complete most undergraduate degrees in four years, students should plan to carry 15 or 16 hours per semester.

Undergraduates may not take more than 19 hours per semester except with the approval of Student Academic Services. Students who have cumulative grade point averages of 3.0 may be authorized, in special circumstances and at the discretion of the Director of Student Academic Services, to carry a maximum of 21 hours of course work.

Suggested Academic Workload Guidelines

Students should be aware that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the following recommendations are offered:

1. In general, students should plan to devote between 2–3 hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5–10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities, and course work requirements.

Course Levels

Course level numbers are structured as follows:

100–199	intended primarily for freshmen
200–299	intended primarily for sophomores
300–399	intended primarily for juniors
400–499	intended primarily for seniors
500–599	intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores
600–749	registration restricted to students who are classified as graduate students
750–799	registration restricted to students admitted to doctoral programs

The *Undergraduate Bulletin* lists complete course descriptions for courses numbered 100 through 599. Please see *The Graduate School Bulletin* for information on 600- and 700-level graduate courses.

Adding Courses

Students may add courses to their schedules during the Schedule Adjustment (Drop/Add) period. Between the end of the Drop/Add period and the 10th day of classes, a student desiring to add a course may do so only with the written approval of the instructor.

Late Adds

After the 10th day of classes, adding with instructor permission will be accepted by the University Registrar's Office only under extraordinary circumstances.

Dropping Courses

Withdrawal from a course or courses within the first eight weeks of the semester shall be without penalty and hours shall not be computed as hours attempted.

Withdrawal without penalty from a course or courses after the eight-week deadline but before the end of the semester shall be approved only for appropriate cause as determined by appropriate documentation of medical, psychological, or administrative reasons. A student should initiate a request for withdrawal without penalty from one or more courses through the Office of Student Academic Services. Courses of less than one semester's duration, including summer school courses, shall have shorter deadlines (proportional to the eight-week deadline for the regular semester) for withdrawal. These deadlines are published in the semester *Schedule of Courses* or class syllabi.

The Director of Student Academic Services shall be responsible for authorizing these withdrawals after consultation with the instructor, and with other departments or agencies in some cases.

The grade W indicates that the student either withdrew from the course within the eight-week, no-penalty period or that the student withdrew at a later date for appropriate cause determined by medical, psychological, or administrative reasons.

If a student is enrolled in only one course and drops that course, the student is considered officially withdrawn from the University. See next section on **Withdrawal**.

Retroactive Withdrawals

(for Retroactive Grade Change see p. 41)

Withdrawal from the University

Students who find that they must withdraw from the University can do so by dropping all courses through the *UNCGenie* Web site at https://banweb.uncg.edu. Undergraduates who drop all courses are considered to be withdrawn from the University and must seek reactivation or readmission through Undergraduate Admissions to return to school in subsequent terms.

Students withdrawing on or before the last day to drop without academic penalty will receive W grades (withdrawal without academic penalty). Thereafter, WF grades will be recorded. WF grades are calculated in the student's GPA as F (failing) grades.

Students who have questions regarding withdrawing from the University should contact Student Academic Services, 159 Mossman Building, 336/334-5730. Inquiries regarding returning to the University should be directed to the Undergraduate Admissions Office, 336/334-5243.

Withdrawal/Refund/Re-enrollment Policy for Students Activated for Military Duty including the Armed Services Reserve and the National Guard

Students who serve in the Armed Services Reserve or the National Guard are often alerted that they may be called to active duty for various reasons. If a student is involuntarily called for active military duty during a term in which he or she is enrolled, the eligible student may elect one of several options for withdrawing from the University, including complete withdrawal with fully refundable tuition and general fees, an early exam option, or an Incomplete grade option. See p. 28 for complete details of UNCG's Refund Policy for Students Activated for Military Duty, including policies regarding returning to the University after release from active duty.

Auditing Courses

Full-time UNCG students may audit courses upon the written approval of the instructor. Auditors must register officially for the class. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. An auditor is not required to take examinations and tests and receives no credit for the course.

Registration may not be changed from audit to credit or from credit to audit status after the end of late registration.

Regulations regarding visiting auditors and part-time auditing students are found on p. 21. For auditing fees, see p. 26.

Class Attendance

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Student's Responsibility

1. Knowledge of each instructor's attendance policy and monitoring his or her class absences throughout the term.
2. Familiarity with all materials covered in each course during absences and make-up of any work required by the instructor.
3. Initiation of requests to make-up work missed because of class absences. The decision to assist the student with make-up work, including tests, rests with the instructor.
4. Follow-up on all notices from the Registrar regarding course enrollment in order to correct registration.

Instructor's Responsibility

1. Setting of reasonable regulations for class attendance as appropriate for class content, organization, methodology, and size.
2. Description of attendance policies in course syllabi and announcement in class, particularly at the beginning of each term.
3. Maintenance of class attendance records of enrolled students as appropriate for the attendance policy.
4. Exaction of penalties for unsatisfactory class attendance. Possible penalties are lowering the course grade, including a grade of F, and, in extreme circumstances, dropping the student from the course.

Appeals

If a student thinks there is a discrepancy between the instructor's exaction of a penalty for unsatisfactory class attendance and the stated policy or that there is an extenuating circumstance that may affect the instructor's decision, then he or she should first make a request to the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Grading Policies and Grades

Final Course Examinations

Final examinations may be required at the discretion of faculty and must be scheduled in course syllabi.

Change of Examination Schedule

A student desiring to change the meeting time of a final exam should make the request directly to the class instructor. It is the instructor's prerogative to grant such requests. In instances where students have three exams within a 24-hour period, they may apply to the University Registrar's Office, 180 Mossman Building, for permission to change their exam schedules. The usual policy is to change the middle examination in a sequence of three. All requests for changes in examinations must be filed with the University Registrar's Office by Reading Day or by the last day of classes for the semester.

Grade Reports

Final course grades are made available to students at the end of each semester on *UNCGenie*, UNCG's student information system. Students can view and print copies of their grades from *UNCGenie* at https://banweb.uncg.edu.

Grades

A grade in a course is based on the quality of the student's classroom and written work throughout the semester. Most course grades are not solely based on the final examination alone.

UNCG Grading System for Undergraduates

A Excellent—indicates achievement of distinction and excellence in several if not all of the following aspects: 1) completeness and accuracy of knowledge; 2) intelligent use of knowledge; 3) independence of work; 4) originality.

B Good—indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C Average—indicates the acceptable standard for graduation from UNCG. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention.

Such acceptable standards should include the following factors: 1) familiarity with the content of the course; 2) familiarity with the methods of study of the course; 3) full participation in the work of the class; 4) ability to write about the subject in intelligible English.

D Lowest Passing Grade—indicates work which falls below the acceptable standards defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F Failure—indicates failure that may not be made up except by repeating the course.

I Incomplete—indicates that the completion of some part of the work for the course has been deferred because of prolonged illness of the student or because of some serious circumstances beyond the student's control.

Concomitantly with the recording of an Incomplete grade, the instructor files with the head of the school or department concerned, with the University Registrar, and with the Office of Student Academic Services the student's average grade and the specific work which must be accomplished before the Incomplete can be removed. Incomplete grades may be recommended by the University physician, the Counseling and Testing Center, and by the Director of Student Academic Services. Also see section "Removal of Incompletes."

IP In Progress—indicates that the course work was planned to continue beyond a single semester.

P/NP Passing/Not Passing—used for designated courses only; courses graded P/NP are so indicated in the course description.

SP Special Exam

W Withdrawal—indicates a course from which the student withdrew during the first eight (8) weeks of classes; no academic penalty is attached to a grade of W; see also the section on "Dropping Courses," p. 37.

WF Withdrawal with Failure—indicates a course from which the student withdrew after the first eight (8) weeks of classes; a WF is computed in the student's GPA; see also the section on "Dropping Courses," p. 38.

WN Withdrawal Not Passing—used in courses designated P/NP.

NC No Credit—indicates an audited course.

Removal of Incomplete Grade

An Incomplete grade may be removed by completion of the deferred work. A student should not re-register for the course in order to remove the Incomplete. An Incomplete received during a semester or in summer school must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of Incompletes are published below, each semester in the *Schedule of Courses* booklet, and on the University Registrar's Web site at www.uncg.edu/reg.

An Incomplete not removed within this time limit is automatically converted to an F by the Registrar. A graduating senior who incurs an Incomplete and who has completed all requirements and enough semester hour credits and grade points to graduate may do so even though the Incomplete grade is outstanding. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it may be replaced by A, B, C, D, F, or, in certain designated courses, P, NP, S, or U.

Incomplete Removal Deadlines

Incomplete grades must be removed by the deadlines stated below or they will be automatically converted to F on the student's academic record.

Fall 2004

Incomplete grades earned during fall 2004 must be removed by **June 15, 2005**.

Spring 2005

Incomplete grades earned during spring 2005 must be removed by **November 11, 2005**.

Summer 2005

Incomplete grades earned during summer session 2005 must be removed by **January 30, 2006.**

Fall 2005

Incomplete grades earned during fall 2005 must be removed by **June 14, 2006**.

Spring 2006

Incomplete grades earned during spring 2006 must be removed by **November 13, 2006**.

Appeals

If a student wishes to appeal an assigned grade, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School or College, and the Provost, in that order.

Semester Hour Credits

Credits for all courses are reported in semester hours. A semester hour credit equals one 50-minute class period per week or its equivalent throughout one semester. The number of semester hour credits given for each course is listed as part of the course description.

Grade Points and Grade Point Averages (GPA)

UNCG uses a semester hour credit and grade point system for evaluating undergraduates. Semester hour credits represent the number of course hours completed. Grade points are determined by the number of semester hour credits attempted and the grades earned.

The grade point average is determined by dividing the accumulated number of grade points earned by the accumulated number of semester hours undertaken. Hours attempted but not passed must be included in this calculation. However, a second F or WF in the same course is not used in computing the grade point average. Courses graded on the P/NP or S/U basis and courses transferred from another institution (except those courses taken through the Consortium) may not be used in determining the UNCG grade point average.

SAS 100 does not count toward graduation and therefore is not calculated in a student's GPA.

Beginning with courses taken in fall 1996, plus/minus grades are incorporated into the GPA for all undergraduates according to the following scale:

Grade	Grade Pts Awarded Per Hour of Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F/WF	0.0

This grading scale applies only to grades awarded for fall 1996 and subsequent semesters; it is not retroactive to previous semesters. Further, the scale in no way modifies the University's minimum graduation requirement for undergraduates of a cumulative 2.0 GPA.

Academic Renewal

The following policy was approved by the UNCG Faculty Senate on October 2, 2002:

Formerly enrolled students who have less than a 2.0 cumulative GPA and who have not been enrolled in any institution of higher education during the previous three years may apply for academic renewal; or, as an alternative, students who have less than a 2.0 cumulative GPA may apply for academic renewal after completing 30 hours of transfer credit with a 2.50 GPA since their last enrollment at UNCG.

All students readmitted/reactivated under the provisions of this policy must earn at least a 2.0 GPA on their first 15 hours following re-enrollment to qualify for renewal. Thereafter, the student must meet the standard for continuation in the University academic good standing policy. Grades will be forgiven only once during a student's career and cannot be reversed.

Grade Forgiveness

Upon meeting these requirements, all previously completed courses in which grades below a C were earned will be forgiven. The grades of these courses will be shown on the transcript but will not be used in the calculation of the GPA and the hours will not be counted toward degree requirements. The recomputed GPA will be calculated from the courses in which grades of C or higher were earned. Grades of C- (1.70 grade points) or below will not be counted toward degree requirements nor in the GPA.

Grade Replacement Policy

Except for courses with specific provision in the course description for repeated credit, a UNCG undergraduate student may repeat a UNCG course in an attempt to earn a better grade. Students may request that an original grade in a course be removed from the Grade Point Average (GPA) and replaced by the grade earned in the repeated course. Only 300-level and below courses may be repeated. During their undergraduate careers students may request to replace the grades for a total of three courses, regardless of credit hour value. Students must initiate the request by filing a form with the University Registrar's Office to replace a grade. All grade replacements are final. The academic transcript will reflect all attempts and grades. Students cannot combine the Academic Renewal and the Grade Replacement policies. Grades earned as a result of Academic Integrity violations recorded by the Office of Student Affairs may not be replaced by another grade. Grades earned in repeated courses will not be used to replace grades earned as part of a degree once it has been conferred.

In the case of all other repeated courses, attempted hours and grade points from all attempts will be counted fully in the GPA. Credit hours earned for the course will count only once in the total hours for the degree. Departmental policies supersede this policy. Grades can be replaced for courses taken beginning fall 2005.

Retroactive Grade Change

A retroactive grade change is a change in an officially recorded grade. A grade becomes officially recorded when the Registrar so stipulates. Except to correct clerical errors, a retroactive grade change is an extraordinary action and is granted only in the most compelling circumstances. No change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. The change must also be approved by the instructor's department head and by the instructor's dean. In the event that the instructor is, for practical purposes, unavailable, only the Academic Appeals Committee of the Faculty Senate may act in place of the instructor in the matter of a retroactive grade change.

Students shall be given one year to petition for retroactive Ws following the semester in which grades were awarded. A retroactive grade change to a W must meet the preceding conditions and be approved by the Director of Student Academic Services. In addition, an instructor who is being asked by a student to consider a retroactive withdrawal must be informed by Student Academic Services of the number of courses completed and the number of requests for retroactive Ws being sought by the student for the semester in question.

Retroactive grade changes are not made for students who have graduated.

Dean's List

Undergraduate students carrying six (6) or more semester hours of course work graded on an A, B, C, D, or F basis are eligible for the Dean's List in the fall and spring semesters.

Students who earn a grade point average of 3.50 or better and who have no grade below B- for the semester will be placed on the Dean's List if they have completed at least 15 credit hours at UNCG. The list is compiled at the end of each semester or when a grade change is processed after a semester for all students whose grade point average falls within the range at the time the report is prepared.

Recognition is accorded the recipients of this honor. Fall and spring semester Dean's Lists are published on the University Registrar's Web site at www.uncg.edu/reg after all grades for the semester have been processed.

Chancellor's List

Students are eligible for the Chancellor's List who meet the following criteria: achievement of 30 or more hours at UNCG; a cumulative grade point average of 3.65 or higher; current enrollment at UNCG in 12 or more hours. In the case of transfer students, at least one semester of enrollment at UNCG is required.

Recognition is accorded the recipients of this honor. The Chancellor's List is published on the University Registrar's Web site at www.uncg.edu/reg after all grades for the fall and spring semesters have been processed.

Classification of Students

The following classifications became effective for fall 1996 and thereafter for newly admitted undergraduates (freshmen and transfer students).

Undergraduate students are classified as freshmen, sophomores, juniors, and seniors. These classifications are determined by the number of semester hours completed (including hours transferred from another institution). The classifications are as follows:

Freshman	0–29 semester hours completed
Sophomore	30–59 semester hours completed
Junior	60–89 semester hours completed
Senior	90 or more semester hours completed

Academic Good Standing At UNCG

The following requirements and procedures for maintaining academic good standing became effective in fall 1996 for newly admitted degree-seeking undergraduates (freshmen and transfer students), and was modified by Faculty Senate in April 1998.

To continue in academic good standing at UNCG, students must maintain a cumulative grade point average of 1.75 for freshmen (0–29 semester hours completed), and 2.0 thereafter (30 or more semester hours completed).

Students on academic probation must earn a 2.30 GPA each term including Summer Session until academic good standing is restored. For freshmen a 1.75 cumulative GPA is required for good standing; for sophomores and above, a 2.0 cumulative GPA. Failure to meet the 2.30 term GPA until good standing is restored will result in academic suspension, if not previously suspended. Students on academic probation after academic suspension or dismissal who fail to meet the 2.30 term GPA will be academically dismissed.

UNCG reserves the right to deny enrollment to any student, even though the student has met the minimum grade point average required, if it is apparent from the student's academic record of required courses that the student will not be able to meet graduation requirements.

The Academic Good Standing Policy applies to enrollment during any term, including Summer Session. Students may be placed on academic probation, suspended, dismissed, or restored to good standing based on their academic performance during Summer Session. Academic performance for both summer terms is evaluated at the end of summer term II. Students may check their academic standing via *UNCGenie*.

Academic Warning for Freshmen

Freshmen will receive an academic warning if their grade point average falls between a 1.50 to 1.74 at the end of their first semester at UNCG. Freshmen will be placed on academic probation if they do not restore academic good standing by the end of the warning term (second semester of the freshman year). Academic warning does not become a permanent part of a student's record.

Academic Probation

Academic probation will occur as a result of any of the following:

1. Freshmen will be placed on academic probation if their cumulative GPA falls below a 1.75. (Refer to Academic Warning above for a GPA between 1.50 and 1.74.)
2. Sophomores, juniors, and seniors will be placed on academic probation if their cumulative GPA falls below a 2.0.
3. Any full-time, degree-seeking student who fails to pass at least six (6) semester hours in a given semester shall be placed on academic probation.

Students on academic probation must earn a 2.30 term GPA each term to be eligible to continue until good standing is restored.

Students who are placed on academic probation at the end of their first semester at UNCG must participate in the Student Academic Success Program sponsored by Student Academic Services during their second semester. Failure to participate in this program or meet any condition of this program will result in immediate academic suspension.

All students on academic probation shall be limited to a maximum of 12 semester hours in the fall or spring semester and no more than four (4) hours in each term of summer session.

Students are expected to be aware at all times of their academic status and are responsible for knowing whether or not they are on academic probation.

SAS COURSE

100 Strategies for Academic Success (0:2)

- *Enrollment required of, and restricted to, students who are placed on academic probation at the end of their first semester at UNCG.*
- *Attendance requirements enforced.*
- *Graded P/NP (Pass/Not Pass)*
- *Failure to register for SAS 100 and to attend the first class meeting will result in immediate academic suspension. If extraordinary circumstances prevent students from attending the first class meeting, they should contact the Retention Coordinator in Student Academic Services prior to that meeting to avoid immediate suspension.*

Topics will include self-assessment, motivation, goal-setting, study skills, learning styles, time management, and campus resources. Students will develop and follow an individualized learning plan to address their particular challenges and needs. (FALL & SPRING & SUMMER)

Academic Suspension

Academic suspension from the University will occur as a result of either of the following:

1. Freshmen on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75 at the end of their probationary term.
2. Sophomores, juniors, and seniors on academic probation will be suspended for one semester if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0 at the end of the probationary term.

Students placed on academic suspension are denied permission to enroll for one semester. After a one-semester academic suspension, students may apply for reactivation/readmission to the University. Students are encouraged to complete an interview with a counselor in the Student Academic Services Office prior to the application deadline. If reactivated, students will return carrying academic probation status. Summer Session is not considered a semester away for the purposes of academic suspension.

Academic Suspension Appeals

A student who wishes to appeal academic suspension must appeal in writing to Student Academic Services by the appeals deadline in the academic calendar, which is published in the *Undergraduate Bulletin* and semester *Schedule of Courses*. Academic suspension appeals are considered in cases where circumstances beyond the student's control have interfered with the student's academic performance.

Events/Circumstances that Merit an Appeal

- Personal or family emergency
- Unanticipated, serious medical difficulty (excluding chronic conditions—students are responsible for properly balancing academic work with known chronic conditions)
- Serious psychological difficulty

Information to be Included in the Appeal

- State the academic term of suspension you are appealing
- Explain the events/circumstances that were detrimental to your academic performance
- Attach any supporting documentation of events/circumstances that merit your appeal
- Describe how the events/circumstances in your appeal have been resolved
- Describe your plans for ensuring satisfactory academic performance in the coming academic term, should your appeal be approved.

Contact Student Academic Services at 336/334-5730 for additional information.

Academic Suspension Appeals will be reviewed by Student Academic Services and/or the Academic Appeals Committee. Students will be notified of the results of their appeals in writing.

Academic Dismissal

Academic dismissal will occur as a result of either of the following:

1. Freshmen who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 1.75.
2. Sophomores, juniors, and seniors who return on academic probation after suspension will be dismissed if they fail to earn either a minimum 2.30 GPA each term or raise their cumulative GPA to 2.0.

Students who have been academically dismissed cannot enroll at UNCG. One year after an academic dismissal, students may petition Student Academic Services to return to the University. Approval to continue after academic dismissal is a relatively rare occurrence. If approved, students will return carrying academic probation status.

Information to be included in the Academic Dismissal Appeal:

- Explain the events/circumstances that were detrimental to your academic performance during your previous enrollment at UNCG
- Describe how these events/circumstances have been resolved
- Describe your plans for ensuring satisfactory academic performance in the coming academic term, should your appeal be approved.

Return to the University After Academic Probation, Suspension or Dismissal

Students not in good academic standing (academic probation, suspension, dismissal) when they leave the University must meet readmission requirements. If students not in good academic standing attend another post-secondary institution, they must have an overall and transferrable 2.0 GPA on a 4.0 scale on all courses taken since leaving the University. In addition, dismissed students must petition Student Academic Services to return to the University.

Academic Appeals

The Director of Student Academic Services and the Academic Appeals Committee, appointed from the faculty, consider special and meritorious requests for waivers of academic regulations stated in the Undergraduate Bulletin. The Committee's decision on an academic suspension and dismissal appeal is final. The student should consult the Office of Student Academic Services for information concerning the appeal process.

Credit Regulations and Credit Limits

Summer Session Credits

Approval to be a visiting student at another college and to have the credits transferred to UNCG for degree credits must be obtained from the Office of Student Academic Services.

Students may enroll for no more than 7 hours during each of the two summer sessions, unless permitted to take an increased load by the Director of Student Academic Services.

Transfer Credit Limit

The sum total of transfer credit from two-year college(s) that may be applied toward an undergraduate degree may not exceed 64 semester hours.

Current UNCG policy stipulates that courses completed in technical, vocational, or professional programs at community colleges or courses from technical colleges or proprietary institutions cannot be accepted in transfer, unless they are part of a 2Plus articulation agreement. These agreements give students with articulated Associate in Applied Science degrees access only to complementary degrees at UNCG.

Transfer Credit Limit

The sum total of transfer credit from two-year college(s) that may be applied toward an undergraduate degree may not exceed 64 semester hours.

Transfer Articulation

Located in the University Registrar's Office, this unit enters transfer credit course work into the student's official record. Also, in association with University faculty, this unit is responsible for determining how other higher education institution course work transfers into UNCG. Students with questions about transfer credit are encouraged to call the University Registrar's Office and ask for the Transfer Articulation area (336/334-5946). Transfer equivalencies for courses taken in the NC Community College system and several area universities are available on the Web at www.uncg.edu/reg/transfer/index.html.

Extension or Correspondence Credit

Extension Credit

UNCG extension credit, earned either on or off campus, will be considered transfer credit for admission purposes. Up to 64 semester hours in extension and/or correspondence credits may be applied to completion of work for an undergraduate degree. Academic departments may establish such course and credit limitations in acceptance of extension credit as may be required by specific degree programs.

Although UNCG extension credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes.

Correspondence Credit

Up to 64 semester hours in correspondence and extension credit may be applied to the completion of work for an undergraduate degree with the further stipulation that not more than one-fourth of the requirements for the degree may be completed in correspondence credit. Academic departments may establish such course and credit limitations in acceptance of correspondence credit as may be required by specific degree programs.

Although UNCG correspondence credit is treated as transfer credit at the time of admission, it will be thereafter considered "Residence" credit for degree certification purposes.

Correspondence credit earned from institutions other than UNCG is always treated as transfer credit. It will have no impact on the UNCG grade point average. Only credit hours will be applied toward UNCG degree requirements.

Undergraduate Degree Credit Limit Policy

No more than 168 semester hours may be attempted toward an undergraduate degree.

Undergraduate Degree Credit Limit

No more than 168 semester hours may be attempted toward an undergraduate degree.

Non-Credit Course

No credit toward graduation is given for SAS 100.

Physical Education Credit Limit Policy

Any University student may take up to eight (8) semester hours of elective credit in physical education activity courses to apply toward graduation.

ROTC Credit Limit Policy

Elective credit shall not exceed 12 semester hours for Army ROTC, and 12 hours for Air Force ROTC.

Placement Examinations

Placement tests are administered each summer during orientation (SOAR) and each semester during the advising and registration period by the departments concerned. Students should check the course schedule booklet each semester for the exact dates and times during which the tests will be administered.

The results of placement tests in French, Latin, and Spanish are binding for student placement in courses. Students may enroll in mathematics courses at the level at which they place or in lower level courses. Students will not receive credit nor will they be exempt from University distribution requirements based on their performance on the tests.

French, Latin, and Spanish Placement Tests

Students who started French, Latin, or Spanish in secondary school and who are beginning their study of that language at UNCG must take a placement test. All transfer students returning to the study of French, Latin, or Spanish begun in high school but not previously pursued at the college level must also take the placement test. Students admitted with a two-unit language deficiency need not take the test. Students who are transferring credits in these languages from another college need not take the test in order to continue the same language at UNCG. See **Romance Languages** in chapter 7 for more information about the French and Spanish placement tests.

Mathematics Placement Tests

All degree programs currently require at least one mathematics course and may identify a specific one or more. Each of the following courses meets the GEC Mathematics (GMT) requirement: MAT 112, 115, 120, 150, 151, 191, and STA 108. MAT 112, 115, 150 and STA 108 do not require a placement test score; however, any student who enrolls in an other mathematics course must have the appropriate prerequisite. Prerequisites for these courses are listed below:

Course	Prerequisite
MAT 112, 115, 150	none
STA 108	none
MAT 120	minimum SAT-M score* of 520 **and** acceptable score on Mathematics Placement Test, **or** minimum grade of C in MAT 115 or MAT 150
MAT 151	minimum SAT-M score* of 520 **and** acceptable score on Mathematics Placement Test, **or** minimum grade of C in MAT 150
MAT 191	minimum SAT-M score* of 520 **and** acceptable score on Mathematics Placement Test, **or** minimum grade of C in MAT 151

**A student who has neither an SAT-M score nor a minimum grade of C in the prerequisite course should take the Mathematics Placement Test and consult with the Department of Mathematical Sciences for mathematics course placement.*

Placement Without Credit

Students with exceptional ability are encouraged to take examinations for placement without credit in order to take advantage of opportunities for advanced courses and for individual research or other creative endeavors.

Examinations for placement without credit will be administered by the departments or schools concerned. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the students in preparing for the examination.

Passing an examination of this type will not alter the number of semester hours required in that area or subject. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted toward graduation above the 100 level by the number of hours so waived.

In all cases where requirements of prerequisites are waived, by placement examination or other means, this fact should be reported in writing by the appropriate department head to the Office of Student Academic Services and should be entered on the student's record.

Special Examination for Credit

In exceptional circumstances, students may attempt to establish academic credit through a Special Examination upon the recommendation of the department or school and under the supervision of the Director of Student Academic Services.

Only those courses which are designated by the department or school may be credited by special examination. The department or school shall administer a written examination, except in cases where mastery of techniques may be demonstrated in other formats. Applications for the exam shall be made to the Director of Student Academic Services with the written permission of the head of the department or school, at least 30 days before the examination. A non-refundable fee will be charged, payable after the application has been approved.

Examinations must be taken before the last semester or 12-week summer session preceding the completion of the student's degree requirements. Students may not be tested in material for which they received high school credit, and transfer students may not extend the number of semester hours allowed in transfer by this method. Credit will not be given for a prerequisite to a course for which the student has already received credit. No examination may be given in a course for which the student has registered for audit.

No more than 12 hours may be earned toward graduation by this procedure. The School of Nursing has a special exemption to present 30 hours by the Special Examination Program (see School of Nursing). Credits earned in this manner may not be used to fulfill residency requirements.

A student must consult in advance with the faculty advisor and with the head of the department or school concerned and file evidence of having prepared for the exam. Assistance should be given to the student in developing reading lists and other source material.

Results of all examinations shall be reported to the Registrar before the first day of the next registration period. Credit, but no grade points, will be granted when the level of performance is C or better.

Average Time to Graduation

Many factors affect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. Full-time undergraduate students are expected to complete at least 12 hours per semester. Failure to complete an average of 15 hours per semester may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation.

Criteria for admission to a specific major (outlined in this *Bulletin*) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor, as soon as possible to ensure that they meet the criteria.

25% Tuition Surcharge for Undergraduates

The General Assembly has instituted a twenty-five percent (25%) tuition surcharge (Section 89 (b), Senate Bill 27, 1993 Session) which became effective fall semester 1994 and applies to all new undergraduates seeking a baccalaureate degree. Specifically, it states:

"The Board of Governors of The University of North Carolina shall ensure that procedures are established that are necessary to impose a twenty-five percent (25%) tuition surcharge on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs."

Students Subject to the Surcharge

The tuition surcharge was applied to new undergraduate students enrolled for the first time in fall 1994 and thereafter in a degree program at UNCG as follows:

(1) For students earning a first baccalaureate degree in a program that requires no more than 128 credit hours, the surcharge shall be applied to all hours in excess of 140.

(2) For students earning a first baccalaureate degree in a UNC Board of Governors Board-approved program that requires more than 128 credit hours, the surcharge shall be applied to all hours that exceed 110 percent of the hours required for the degree. Such programs include those that have been officially designated by the Board of Governors as five-year programs as well as those involv-

ing double majors, or combined bachelor's/master's degrees.

(3) For students earning a baccalaureate degree other than their first, the surcharge shall be applied to all hours that exceed 110 percent of the **minimum** additional credit hours needed to earn the additional baccalaureate degree. The minimum additional credit hours will be determined by the degree audit during the first semester a student is enrolled in the second or other baccalaureate degree.

Students seeking a second baccalaureate degree are required to take 31 credit hours of residency at UNCG.

The surcharge will be imposed in the fall or spring semester and in all subsequent semesters where a student's cumulative credit hour total exceeds the threshold. **The surcharge does not apply to required fees.**

Hours INCLUDED in Tuition Surcharge Hours:

The undergraduate credit hours to be counted in the calculation of the tuition surcharge include:

(1) all semester (fall and spring semester) academic credit hours attempted (includes repeated course work, failed course work, and course withdrawals); and

(2) all transfer credit hours accepted by UNCG.

Hours EXCLUDED from Tuition Surcharge Hours:

(1) College Board's Advanced Placement (AP) credit;

(2) College Level Examination Program (CLEP) or similar programs' credits;

(3) credit earned through any UNCG advanced placement, course validation or similar procedure;

(4) credit earned in summer sessions at UNCG or another UNC institution; and

(5) credit earned from an extension division of any UNC institution, including UNCG.

Students will be informed of the Tuition Surcharge Hours earned each semester and cumulatively in their tuition billing.

Students may contact the Office of Student Academic Services to obtain current information on their credit hours.

Steps to Graduation

At the beginning of the semester or summer session in which graduation is expected, undergraduates must officially apply for graduation to the University Registrar. Fulfillment of all requirements for the degree applied for, as well as official application for the degree, are the student's responsibilities.

Academic Requirements

Candidates for a baccalaureate degree must satisfy all of the specific requirements of UNCG and of the School/College and department in which they major. They must present for graduation the specific number of credit hours required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all hours undertaken.

At least 36 of the total hours for the degree must be at the 300 level or above.

Graduation Requirements

Students must complete the specific number of credit hours required for the degree with a minimum cumulative overall grade point average of at least 2.0 on all hours undertaken; at least 36 of the total hours for the degree must be at the 300 level or above; all students must complete at least 31 hours in residence at UNCG for the degree.

Residence Requirements

All students are expected to take their last year in residence at UNCG, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Director of Student Academic Services, students may take 15 of their last 60 semester hours at another approved institution.

All students must complete at least 31 hours in residence at UNCG for the degree, 12 of which must be in the major field and nine (9) of which must be in the minor if a minor is sought. After enrollment, Extension credit and Correspondence courses offered by UNCG are considered residence credit; however, credit earned by special examination is not considered residence credit.

Time Requirements

General Education Requirements (effective fall 2001)

The following policies regard time allowed for completion of GEC and GEC + CAR requirements. The Office of Student Academic Services can provide additional details. See **Appendix C** for AULER/CLER requirements in effect for students who enrolled prior to fall 2001.

GEC or GEC + CAR Requirements

Students must meet the General Education or General Education and College Additional Requirements for graduation as stated in this *Undergraduate Bulletin* in effect at the time of original enrollment at UNCG. If the student fails to graduate within seven years, however, the University* has the option of enforcing

1. the original requirements, or
2. the GEC or GEC + CAR requirements which were in effect at the time the seven year period expired, or
3. the GEC or GEC + CAR requirements in effect at the time of re-enrollment if the student withdrew.

**Typically, the UNCG Office of Student Academic Services will make the choice among these options in consultation with the department in which the student chooses to major.*

Major Requirements

Students must meet the departmental major requirements in effect when the student declares or, if required by the department, is formally admitted to a school/college major. If the student fails to graduate within seven years, however, the University* has the option of enforcing

1. the original requirements,
2. the major requirements which were in effect at the time the seven year period expired, or
3. the major requirements in effect at the time of re-enrollment if the student withdrew.

**Typically, the department in which the student chooses to major will make the choice among these options in consultation with the UNCG Office of Student Academic Services.*

Application for Graduation

All undergraduate students are required to file an application for graduation with the University Registrar's Office at the beginning of the semester in which they plan to graduate. The online degree application is available via the Web at: www.uncg.edu/reg/Forms/UGDegApp.html.

This application is required for processing the final degree audit and for ordering diplomas. See chapter 3 for current graduation application fees. The fee is non-refundable. The deadline dates for filing are also published each year in the University Calendar, in each semester's *Schedule of Courses* booklet, and on the University Registrar's Web site.

Students who do not graduate in the semester for which they file a graduation application must refile for the next term in which they expect to complete their degrees.

The final graduation application deadlines for undergraduates filing for the 2005–06 academic year are:

For those graduating in December 2005 Monday, September 12, 2005
For those graduating in May 2006 Friday, January 13, 2006
For those graduating in August 2006 Tuesday, May 30, 2006

Undergraduates who do not file applications for graduation by the published deadlines may petition to the Director of Student Academic Services for an exemption. Only extremely unusual circumstances warrant exceptions to these deadlines, however, as notification of the candidates for graduation must be submitted to the Board of Trustees for official action shortly after the deadline dates for filing each term.

Graduation with Honors

The designation of graduation with honors is based on all courses (including the last semester's work) for which grades and grade points are given. Any senior is eligible for honors who, at the end of the senior year, has completed at least 45 semester hours of work in residence at UNCG. This does not include hours for which credit and grade points have been received by special examinations.

Honors are awarded to graduating seniors as follows:

Summa cum laude (with highest honor) achievement of a minimum grade point average of 3.90
Magna cum laude (with great honor) achievement of a minimum grade point average of 3.70
Cum laude (with honor) achievement of a minimum grade point average of 3.50

Honors for Second Degree Recipients and Transfer Students

To maintain equity with students who have attended all four years at UNCG and who may have a semester GPA that would qualify them for honors, the following policy is in place: Any second degree candidate or degree candidate who transferred to UNCG from another institution is eligible for graduation with honors who, at the end of the final year, has completed toward the degree (in the case of second degree students, toward the second degree) at least 45 semester hours of work in residence at UNCG and has earned the requisite grade point average.

Commencement Participation Policy

Approved by the Chancellor, 02-19-03

Students completing all degree requirements by the end of the spring semester are encouraged to participate in May Commencement. Students completing degree requirements by the end of the fall semester are encouraged to participate in the December Commencement.

Students completing degree requirements by the end of the Summer Session may participate in either the May or December commencement ceremony by applying to graduate, paying the graduation fee, and notifying the University Registrar's Office.

Please note: Degree candidates will not earn degrees nor be graduated from the University until they have completed all degree requirements. Participation in a commencement ceremony does not presume graduation from the University.

Students who do not apply for graduation before the published deadline for any semester must apply for graduation during the next semester. Students who have applied for graduation but fail to meet the requirements must reapply for graduation by the published deadline for the semester in which they will fulfill the requirements.

Degrees are conferred only after all requirements are completed and the Board of Trustees has taken official action.

Other Regulations

Requirements for a Second Baccalaureate Degree

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree or a different major. In such a case, all the requirements for the second degree and major as stated in the catalog which the student is entitled to follow must be met. In any case, a minimum of 31 semester hours in residence beyond requirements for the first degree must be completed.

Meeting requirements for a second major does not qualify a student to receive a second degree. See p. 69 for an explanation of second majors.

Simultaneous Degrees

A student may receive two degrees at the same time if the requirements for both degrees are met. A minimum of 31 hours in residence beyond the requirements for the first degree must be completed (e.g., if the first degree requires 122 hours, a total of 153 hours must be completed).

Honors for Second Degree Recipients and Transfer Students

To maintain equity with students who have attended all four years at UNCG and who may have a semester GPA that would qualify them for honors, the following policy is in place: Any second degree candidate or degree candidate who transferred to UNCG from another institution is eligible for graduation with honors who, at the end of the final year, has completed toward the degree (in the case of second degree students, toward the second degree) at least 45 hours of work in residence at UNCG and has earned the requisite grade point average.

Dual Registration as Undergraduate and Graduate

Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who lack no more than 12 semester hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. Total graduate credit obtained in this dual status may not exceed 12 hours Students must apply for admission to a graduate program before requests for dual registration can be approved, but do not have to be formally admitted until the end of the semester in which credit is earned. For dual registration status, the approval of the Dean of The Graduate School, the Director of Student Academic Services, and the student's major advisor are required.

Students should be advised that approval for dual registration does not guarantee nor constitute acceptance into any graduate program.

5. University Requirements

Undergraduate Degrees & Degree Requirements

Undergraduate Degrees

UNCG offers seven baccalaureate degrees:

B.A.	Bachelor of Arts
B.F.A.	Bachelor of Fine Arts
B.M.	Bachelor of Music
B.S.	Bachelor of Science
B.S.M.T.	Bachelor of Science in Medical Technology
B.S.N.	Bachelor of Science in Nursing
B.S.W.	Bachelor of Social Work

Requirements for a Bachelor's Degree

A bachelor's degree from UNCG is awarded to a student who has met the following requirements:

1. Successful completion of a minimum of 122 semester hours, distributed as follows:
   a. General education core (GEC): 36–37 s.h. (minimum)
   b. General education marker courses (may also satisfy General Education core and/or major requirements)
   c. Additional College/School requirements
   d. Major subject and related areas: as required by program
   e. Electives: as required by program

   Total minimum s.h.: 122

2. A grade point average on the semester hours attempted of not less than 2.0

3. At least 36 s.h. of courses at the 300 course level or above

4. At least 31 s.h. in residence at UNCG, 12 of which must be in the major field and nine (9) of which must be in the minor if a minor is sought

The College of Arts and Sciences and each of the six (6) professional schools—Joseph M. Bryan School of Business and Economics; Education; Health and Human Performance; Human Environmental Sciences; Music; Nursing—have structured their individual degree programs to comply with this all-University degree framework.

Students who are undecided about their major are advised through the College of Arts and Sciences Advising Center (CASA). CASA advisors help these students determine the major program (in the College or one of the professional schools) which is best suited for them while they complete courses in the General Education Core.

Programs of study leading to the baccalaureate degree are listed in chapter 6.

Average Time to Graduation

Many factors affect both the length of time and the number of credit hours an individual student will require to complete the baccalaureate degree. At UNCG the median number of months to graduation for full time students is 46. The median number of hours completed is 125.

Full time undergraduate students are expected to complete at least 12 hours per semester. Failure to complete an average of 15 hours per semester may lengthen the student's time to graduation. Some majors do require formal admission beyond that required for admission to the University in general.

Students should meet with their academic advisors regularly to plan their academic schedules. To graduate, students must complete specific University requirements as well as requirements within the major. Students who change majors may find that additional requirements must be fulfilled. Changing majors excessively, or after the third or fourth semester of study, may also lengthen the time to graduation. Also see **Tuition Surcharge** in chapter 3.

Criteria for admission to a specific major (outlined in this Bulletin) and continuation in that major may include a University grade point average exceeding that required for continuation within the University as a whole. Students considering such majors should become familiar with the guidelines, and work with an academic advisor as soon as possible to ensure that they meet the criteria.

Changes in Degree Requirements and Other Regulations

The University reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students, to be effective whenever determined by the University. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to these conditions.

General Education Program

The UNCG General Education Program, approved by the UNCG Faculty Senate in March 2000, is effective for new undergraduates entering UNCG in fall 2001 and thereafter. The Speaking Intensive (SI) General Education Marker Requirement became effective fall 2002. *[All-University Liberal Education Requirements and College Liberal Education Requirements (AULER/CLER) and courses approved for AULER/CLER area credit in effect for students enrolled at UNCG prior to fall 2001 may be found in* ***Appendix C.****]*

Philosophy of UNCG's General Education Program

The faculty and staff of The University of North Carolina at Greensboro are dedicated to student learning and believe that the best evidence of this commitment is the caliber of UNCG graduates. A UNCG graduate should combine specialized education in a major with the skills, knowledge, and understanding necessary to be a lifelong learner, an ethical and independent decision-maker, a critical and creative thinker, a clear and effective communicator, and a responsible citizen.

The character and abilities of an educated person are the product not solely of a specific battery of courses but of an entire process of education. The mandate to foster the knowledge, character, and sensibility of a university-educated person belongs to the entire university, not to a single department or unit. To the extent possible, learning in the General Education Core should provide foundations and alternative perspectives for the more specialized knowledge gained in the major, while learning in the major should build upon and extend the work that is done in general education courses.

Student Learning Goals

Proficiencies

A university education should result in the student's ability to gather, comprehend, and evaluate information and to communicate this knowledge. Because such skills are important to lifelong learning and participation in a modern society, graduates should demonstrate the following proficiencies:

- ability to write and speak clearly, coherently, and effectively as well as to adapt modes of communication to one's audience
- ability to interpret academic writing and discourse in a variety of disciplines
- ability to interpret numerical data and perform basic computation
- ability to locate, analyze, synthesize, and evaluate information
- ability to utilize appropriate technologies

Knowledge and Understanding

A university education should also result in knowledge and understanding of a wide range of important subject matter and ways of thinking and knowing. Such knowledge and understanding are necessary for a person to be a lifelong learner, an independent decision-maker, a critical and creative thinker, and a responsible and participating citizen. Students should acquire broad knowledge and understanding of the following:

- Scientific principles and their use in scientific inquiry
- Mathematical principles and their use in solving problems
- Historical, cultural, and philosophical traditions that have shaped our diverse society
- Significant elements of the world's diversity of cultural and national experiences, and interconnections among them
- The aims and methods of intellectual, spiritual, literary, and artistic expression
- The importance that abstract ideas and artistic expression have in the process of self-understanding and in the shaping of society
- The individual, society, and interactions between them

Habits of Mind and Attributes of Character

In addition to specified proficiencies and areas of knowledge and understanding, the university-educated person should possess certain habits of mind and attributes of character. These qualities are the consequence of a total educational experience rather than any segment of it.

- Sensitivity to social and cultural differences
- Sensitivity and attentiveness to the ethical dimensions of any problem or experience
- A disposition to weigh opposing viewpoints in the balance of reason and to develop an informed perspective
- A disposition to continue learning and to welcome new knowledge and insight (intellectual curiosity)
- Openness to the value of new social, cultural, or aesthetic forms (flexibility of mind and sensibility)
- An appreciation for the broader social, intellectual, and historical contexts of individual events and situations
- Recognition of social and intellectual responsibility

To ensure that students attain these Student Learning Goals by graduation, UNCG requires that they complete the General Education Core (GEC) requirements listed below. Other requirements and opportunities in the major program, the minor program (if any), and the total undergraduate experience build on the foundation of the GEC and contribute to the attainment of these goals. Students are thus given the opportunity to work toward each goal not just in one course, but in a series of courses and learning experiences encountered from the freshman through the senior year. Alternative ways to demonstrate competencies will be available to students with documented disabilities.

General Education Core Category/Marker Descriptions

The following are brief descriptions of the General Education Core categories and markers, their methods, and learning goals.

Humanities and Fine Arts (GLT, GFA, GPR)

Literature (GLT)

Students read and write about selected works of prose and/or poetry from diverse cultural traditions, analyzing the context, aims, and methods of literary expression.

Fine Arts (GFA)

By focusing on painting, sculpture, architecture, drama, dance, cinema, or music, students gain understanding of the aims and methods of artistic expression and the role of cultural traditions and artistic value in human society.

Philosophical/Religious/Ethical Perspectives (GPR)

For two or more significant philosophical, ethical, and/or religious traditions, students examine and compare assumptions, modes of thought, and attendant practices, and analyze their effects on behavior.

Historical Perspectives (GHP)

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

Natural Sciences (GNS)

By focusing on the concepts of one physical or biological science, students gain understanding of scientific inquiry as they analyze empirical information, distinguish between primary research and secondary reports, and communicate effectively about scientific issues.

Mathematics (GMT)

Students gain the skills to perform computations on data, to use mathematical principles to solve problems, and to reason with and manipulate concepts within a mathematical system.

Reasoning and Discourse (GRD)

Students gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively.

Social and Behavioral Science (GSB)

By focusing on a particular discipline which studies the behavior of individuals, groups, or organizations, students learn to use its methodology and theoretical framework to interpret, analyze, and evaluate the broader social contexts of individual events or situations.

Markers (GL, GN, SI, WI)

Global (GL)

In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

Global Non-Western (GN)

In a course in any subject, students focus on the interconnections among regions of the world other than North America, Great Britain, and continental Europe, interpret and evaluate information on diverse ecologies, human societies, artiste achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

Speaking Intensive (SI)

In a course in any subject, students receive instruction in an appropriate mode of oral communication (interpersonal or small group communication, or presentational speaking), and enhanced opportunities to practice improvement of oral communication skills.

Writing Intensive (WI)

In a course in any subject, students demonstrate their understanding of its concepts and materials through writing, using constructive criticism from readers to revise drafts and produce one or more clear, coherent, and effective written assignments appropriate to the field.

GENERAL EDUCATION CORE (GEC) REQUIREMENTS

I. GEC Category Requirements (36–37 total semester hours required)

Select courses as indicated from the following categories:

Category	*S.H.*
Humanities and Fine Arts	**12**
One course from Literature list (GLT)	3
One course from Fine Arts list (GFA)	3
One course from Philosophical/Religious/ Ethical Perspectives list (GPR)	3
One additional course from any of the above	3
Historical Perspectives (GHP)	**3**
One course from Historical Perspectives list	
Natural Sciences (GNS)	**6–7**
Two courses from Natural Science list as follows: • One must be a laboratory course. • Each must have a different departmental prefix.	
Mathematics (GMT)	**3**
One course from Mathematics list	
Reasoning and Discourse (GRD)	**6**
• ENG 101 or FMS 115 or RCO 101	3
• One additional course from Reasoning and Discourse list	3
Social and Behavioral Science (GSB)	**6**
Two courses from Social and Behavioral Science list	

II. GEC Marker Requirements

Fulfill the following requirements:

One writing intensive course (indicated in semester *Schedule of Courses* by marker WI) in any discipline

[In addition to this GEC Writing Intensive requirement, students must also complete a second Writing Intensive course within the major. The College of Arts and Sciences requires additional Writing Intensive courses; see p. 67.]

One speaking intensive course (indicated in semester *Schedule of Courses* by marker SI) in any discipline

[In addition to this GEC Speaking Intensive requirement, students must also complete a second Speaking Intensive course within the major.]

Four Global Perspectives courses (indicated in semester *Schedule of Courses* by markers GL/GN)

- At least one of the Global Perspectives courses must carry the GN (non-Western course) marker
- GL/GN courses may include a maximum of two (2) courses in a foreign language (6 s.h.)
- One GL/GN course requirement is waived for each semester completed in a credit-bearing Study Abroad experience, up to a maximum of two course waivers. A summer program abroad counts as a semester.
- A foreign language course completed to meet an admission deficiency does not meet a GL or GN requirement.

Courses used to meet the Core Category Requirements (#I above) also fulfill the Marker Requirements if the course carries the indicated marker in the semester *Schedule of Courses*. Other marker courses are also available, including courses in the major. It is therefore possible to meet all GEC Marker Requirements while completing the courses under #I above and/or courses required for the major.

Waivers of Marker Courses for Transfer Students

For students who initially transfer to UNCG as juniors or seniors, SI and WI courses outside the major requirements and two GL/GN courses are waived. WI course requirements for students transferring to the College of Arts and Sciences are governed by policies stated on p. 67.

III. Work toward Student Learning Goals outside the GEC

The General Education Core provides a foundation for progress toward the UNCG Student Learning Goals. These goals are then reinforced in the major and minor programs which students complete before graduation. In addition to the GEC and marker requirements described above, all bachelor's degree programs require:

- **At least one additional writing intensive course (WI) in the major**
- **At least one additional speaking intensive course (SI) in the major**
- **Proficiency level in technology as required for the major**
- **Proficiency level in information skills/research as required for the major**

General Education Core Approved Courses

The courses listed in the following categories have been approved by the General Education Committee responsible for their oversight, and by the Undergraduate Curriculum Committee. Courses listed below may also carry GL, GN, SI, or WI markers for a given semester. See the Web-based semester *Schedule of Courses* for complete General Education core and marker listings. Also see General Education Course Summary table on pp. 62–66.

GEC Category Approved Courses

Humanities and Fine Arts

GEC requires 12 semester hours: one course from each category (GLT, GFA, and GPR), and one additional course from any of the three categories.

Literature (GLT)

CCI 227 Comparative Studies in World Epics
CCI 228 Comparative Studies in World Drama
CCI 305 Classical Tragedy
CCI 324 The Age of Cicero
CCI 325 The Age of Augustus
CCI 326 The Age of Nero
ENG 104 Approach to Literature
ENG 105 Introduction to Narrative
ENG 106 Introduction to Poetry
ENG 107 Introduction to Drama
ENG 108 Topics in British and American Literature
ENG 109 Introduction to Shakespeare
ENG 110 World Literature in English
ENG 201 European Literary Classics: Ancient to Renaissance
ENG 202 European Literary Classics: Enlightenment to Modern
ENG 204 Non-Western Literary Classics
ENG 208 Topics in Global Literature
ENG 209 Topics in Non-Western Literature
ENG 210 Literature and the Arts
ENG 211 Major British Authors: Medieval to Neoclassical
ENG 212 Major British Authors: Romantic to Modern
ENG 251 Major American Authors: Colonial to Romantic
ENG 252 Major American Authors: Realist to Modern
ENG 315 Postcolonial Literatures
ENG 331 Women in Literature
ENG 339 Shakespeare: Early Plays and Sonnets
ENG 340 Shakespeare: Later Plays
ENG 371 Literary Study of the Bible
FMS 120 Freshman Seminar in Literature
FMS 121 Freshman Seminar in Literature—Global Perspectives
FMS 122 Freshman Seminar in Literature—Global Non-Western Perspectives
FRE 222 Explorations in French Literature: English Versions
FRE 323 Albert Camus: English Versions
FRE 353 Survey of French Literature
GER 217 Masterworks or German Literature Read in English
GER 218 Masterworks or German Literature Read in English
HSS 207 Seminar in Literature
RCO 220–229 Residential College Seminars in Literature
RCO 280–289 Residential College Seminars in Literature
RUS 201 Russian Literature in Translation
RUS 313 Major Authors in Russian Literature
RUS 314 Major Movements in Russian Literature and Culture
SPA 222 Hispanic Masterpieces in English Translation
SPA 351 Approaches to Hispanic Literature
SPA 402 Spanish Literature I
SPA 403 Spanish Literature II
SPA 404 Spanish American Literature I
SPA 405 Spanish American Literature II
THR 500 Theatre History I
THR 501 Theatre History II

Fine Arts (GFA)

ART 100 Introduction to Art
ART 101 Survey of Western Art
ART 103 Survey of Visual Art in Non-Western Traditions
BCN 101 The Development of the Cinema
BCN 225 Masterpieces of Cinema
BCN 226 Masterpieces of Television Drama
CCI 306 Classical Comedy
CCI 312 The Art and Archaeology of Egypt
DCE 101 Introduction to Dance
DCE 200 Dance Appreciation
FMS 130 Freshman Seminar in Fine Arts
FMS 131 Freshman Seminar in Fine Arts—Global Perspectives
FMS 132 Freshman Seminar in Fine Arts—Global Non-Western Perspectives
HSS 205 Seminar in the Fine Arts
HSS 215 Seminar the Fine Arts: Global Non-Western
IAR 221 History of Design I
IAR 222 History of Design II
IAR 321 Design Perspectives
MUS 214 Jazz Appreciation
MUS 241 Music Appreciation
MUS 332 History of Western Music II
RCO 230–239 Residential College Seminars in Fine Arts
THR 100 Drama Appreciation
THR 130 Fundamentals of Acting
THR 205 Development of American Musical Theatre
THR 323 The Arts as Human Experience
THR 502 Theatre History III

Philosophical/Religious/Ethical Perspectives (GPR)

CCI 205 Mythology
CCI 321 The Archaic Age
CCI 340 Ancient Cosmology
CCI 350 Roman Law and Society
FMS 140 Freshman Seminar in Philosophical, Religious, and Ethical Principles
FMS 141 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Perspectives
FMS 142 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Non-Western Perspectives
HSS 206 Seminar in Philosophical/Religious/Ethical Principles
MUS 343 Music Cultures of the World
PHI 111 Introduction to Philosophy
PHI 119 Introduction to Ethics
PHI 121 Contemporary Moral Problems
PHI 220 Medical Ethics
PHI 331 Social and Political Philosophy
PHI 359 Philosophy of Religion

PHI 361 Ethical Issues in Business
PSC 105 Political Issues
PSC 270 Introduction to Political Theory
PSY 380 Psychology and the Law
RCO 210–219 Residential College Seminars in Philosophical, Religious, and Ethical Principles
REL 101 Introduction to Religious Studies
REL 104 Religion, Ritual, and the Arts
REL 109 Religion and Contemporary Culture
REL 111 Non-Western Religions
REL 207 Modern Problems of Belief
REL 218 Non-Western Religions: China
REL 220 Non-Western Religions: Japan
REL 221 Buddhism
REL 223 Hinduism
REL 225 Islam
REL 232 American Religious Thought: A Survey
REL 250 Religious Traditions and Care of Earth
REL 251 Topics in Religious Social Ethics
REL 327 American Religious Thought II: The Romantic Tradition
WGS 350 Introduction to Feminist Theories

Historical Perspectives—Western Culture (GHP)

GEC requires one GHP course (3 s.h.).

AFS 201 Introduction to African American Studies
CCI 201 Introduction to Classical Civilization: The Greeks
CCI 202 Introduction to Classical Civilization: The Romans
CCI 211 Introduction to Classical Archaeology (Greece)
CCI 212 Introduction to Classical Archaeology (Rome)
CCI 220 The Ancient World
CCI 307 Roman Myth and Legend
CRS 372 Survey of Historic Costume
FMS 150 Freshman Seminar in Historical Perspectives: Premodern
FMS 151 Freshman Seminar in Historical Perspectives: Premodern—Global Perspectives
FMS 152 Freshman Seminar in Historical Perspectives: Premodern—Global Non-Western Perspectives
FMS 160 Freshman Seminar in Historical Perspectives: Modern
FMS 161 Freshman Seminar in Historical Perspectives: Modern—Global Perspectives
FMS 162 Freshman Seminar in Historical Perspectives: Modern—Global Non-Western Perspectives
HIS 203 History of Africa to 1870
HIS 204 History of Africa since 1870
HIS 211 The United States: A General Survey to 1865
HIS 212 The United States: A General Survey since 1865
HIS 215 The Civilizations of Asia
HIS 216 The Civilizations of Asia
HIS 217 The World in the Twentieth Century
HIS 218 The World in the Twentieth Century
HIS 220 The Ancient World
HIS 221 Medieval Legacy
HIS 222 Europe 1400–1789
HIS 223 Modern Europe
HIS 239 Latin America: Colonial Period
HIS 240 Latin America: National Period
HIS 251 The History of Western Science: A Survey
HIS 252 The History of Western Science: A Survey
HIS 301 Race and Slavery
HIS 302 Race and Segregation
HIS 311 Darwin and the Theory of Evolution
HIS 327 American Cultural History
HIS 335 The American Colonial Period, 1607–1763
HIS 336 The Age of the Democratic Revolution
HIS 360 The Structure of Scientific Change: Topics in the History of Science
HIS 369 History of Spain
HIS 371 Europe since World War I
HIS 373 English History to 1660
HIS 374 English History since 1660
HIS 381 The Near and Middle East
HSS 201 Seminar in Historical Perspectives: Premodern
HSS 202 Seminar in Historical Perspectives: Modern
MUS 331 History of Western Music I
MUS 334 History of Western Music IV
PHI 251 History of Ancient Philosophy
PHI 252 History of Modern Philosophy
RCO 108–109 Residential College Core Course: The American Experience
RCO 208–209 Residential College Core Course: The American Experience
RCO 240–249 Historical Perspectives of Western Culture
REL 131 Religion in America
REL 202 Hebrew Scriptures
REL 204 New Testament and the Origins of Christianity
REL 210 Christianity to the Reformation
REL 212 Christianity from the Reformation to the Present
REL 215 Judaism
REL 229 Introduction to African American Religions
WCV 101 Western Civilization
WCV 102 Western Civilization
WGS 333 Women in Non-Western Cultures

Mathematics (GMT)

GEC requires one GMT course (3 s.h.).

FMS 195 Freshman Seminar in Mathematics
MAT 112 Contemporary Topics in Math
MAT 115 College Algebra
MAT 120 Calculus for Business and the Social Sciences
MAT 150 Precalculus I
MAT 151 Precalculus II
MAT 191 Calculus I
RCO 110–119 Residential College Seminars in Mathematics
STA 108 Elementary Introduction to Probability and Statistics

Natural Sciences (GNS)

GEC requires two GNS courses (6–7 s.h.):

- each must have a different departmental prefix
- one must be a laboratory course

AST 203 Conceptual Astronomy
AST 209 Astronomy: The Solar System
AST 235 Astronomy: The Universe
ATY 253 Introduction to Physical Anthropology
BIO 105 Major Concepts of Biology
BIO 105L Major Concepts of Biology Laboratory
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
CHE 103 General Descriptive Chemistry I
CHE 104 General Descriptive Chemistry II
CHE 106 Introductory Chemistry
CHE 110 Introductory Chemistry Laboratory
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
FMS 183 Freshman Seminar in Physical Science
FMS 183L Freshman Seminar in Physical Science Laboratory
FMS 184 Freshman Seminar in Life Science
FMS 184L Freshman Seminar in Life Science Laboratory
GEO 103 Introduction to Earth Science
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory
GEO 111 Physical Geology
GEO 111L Physical Geology Laboratory
GEO 121 Introduction to Geographic Information Science
GEO 311 Weather and Climate
GEO 311L Climatology Laboratory
GEO 314 Physical Geography: Landscape Processes
GEO 314L Physical Geography Laboratory
HSS 203 Seminar in the Physical Sciences
HSS 204 Seminar in the Life Sciences

NTR 213 Nutrition Facts and Fantasies
PHY 205 Conceptual Physics
PHY 205L Conceptual Physics Laboratory
PHY 211 General Physics I
PHY 211A General Physics I
PHY 212 General Physics II
PHY 212A General Physics II
PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus
PSY 230 Biological Psychology
RCO 250–259 Residential College Seminars in Natural Science

Reasoning and Discourse (GRD)

GEC requires two GRD courses (6 s.h.) to be taken as follows:

Note: ENG 101, FMS 115 and RCO 101 are considered equivalent courses, and only one may be taken for credit. Additionally, ENG 102, FMS 116, and RCO 102 are considered equivalent courses, and only one may be taken for credit.

ENG 101 English Composition I
or FMS 115 Freshman Seminar in Reasoning & Discourse I
or RCO 101 English Composition I
and one of the following:
CCI 102 The Classical Art of Persuasion
CST 105 Introduction to Communication Studies
ENG 101N English Composition I
ENG 102 English Composition II
FMS 115 Freshman Seminar in Reasoning and Discourse I
FMS 116 Freshman Seminar in Reasoning and Discourse II
PHI 115 Practical Reasoning
PHI 310 Introduction to Formal Logic
PSY 318 Belief in "Weird" Things
RCO 101 English Composition I
RCO 102 English Composition II

Social and Behavioral Sciences (GSB)

GEC requires two GSB courses (6 s.h.).

AFS 210 Blacks in American Society: Social, Economic, and Political Perspectives
ATY 100 Contemporary Non-Western Cultures
ATY 212 General Anthropology
ATY 213 Cultural Anthropology
ATY 258 World Prehistory
BCN 325 Gender and Media Culture
CRS 321 Social Psychology of Dress
ECO 101 Introduction to Economics
ECO 201 Principles of Microeconomics
ECO 202 Principles of Macroeconomics
ENG 262 Sociolinguistics
ESS 330 Sociocultural Analyses of Sport and Exercise
FMS 170 Freshman Seminar in Social and Behavioral Studies
FMS 171 Freshman Seminar in Social and Behavioral Studies—Global Perspectives
FMS 172 Freshman Seminar in Social and Behavioral Studies—Global Non-Western Perspectives
GEO 105 Cultural Geography
GEO 202 World Production and Marketing Systems
GEO 301 Urban Geography: Global Patterns
GEO 344 Geography of the United States and Canada
HDF 211 Life Span Development in the Human Environment
HDF 212 Families and Close Relationships
HDF 302 Infant and Child Development in the Family
HDF 303 Adolescent Development in the Family
HEA 201 Personal Health
HEA 260 Human Sexuality
HSS 208 Seminar in Social and Behavioral Studies
LIN 262 Sociolinguistics
PSC 100 American Politics
PSC 210 Introduction to Public Policy
PSC 240 The International System
PSC 260 Introduction to Comparative Politics
PSY 121 General Psychology
PSY 250 Developmental Psychology
PSY 260 Psychological Perspectives on Social Psychology
PSY 341 Abnormal Psychology
RCO 270–279 Residential College Seminars in Social and Behavioral Sciences
RPM 101 Leisure and American Lifestyles
SES 200 People with Disabilities in American Society
SES 240 Communication Development in Children
SOC 101 Introduction to Sociology
SOC 201 Social Problems
SOC 202 Social Problems in Global Context
SOC 222 Sociology of Deviant Behavior
SOC 227 Race and Ethnic Relations
SWK 311 Human Behavior and Social Environment
WGS 250 An Introduction to Women's and Gender Studies: The American Woman

GEC Marker Approved Courses

GEC requires four Global perspectives courses, one of which must carry the GN marker. See semester *Schedule of Courses* for complete marker listings for a given semester. Courses listed below carry marker credit as designated on a permanent basis.

Global Perspectives (GL)

ATY 325 Race and Culture Contact in the Caribbean
ATY 385 Language and Culture
CCI 102 The Classical Art of Persuasion
CCI 201 Introduction to Classical Civilization: The Greeks
CCI 202 Introduction to Classical Civilization: The Romans
CCI 205 Mythology
CCI 206 Classical Origins of the English Language
CCI 211 Introduction to Classical Archaeology (Greece)
CCI 212 Introduction to Classical Archaeology (Rome)
CCI 227 Comparative Studies in World Epics
CCI 228 Comparative Studies in World Drama
CCI 230 Women in Antiquity
CCI 305 Classical Tragedy
CCI 306 Classical Comedy
CCI 307 Roman Myth and Legend
CCI 321 The Archaic Age
CCI 324 The Age of Cicero
CCI 325 The Age of Augustus
CCI 326 The Age of Nero
CCI 340 Ancient Cosmology
CCI 350 Roman Law and Society
CCI 355 The Roman Empire, 44 B.C.–A.D. 337
DCE 200 Dance Appreciation
ECO 300 International Economy
ENG 110 World Literature in English
ENG 201 European Literary Classics: Ancient to Renaissance
ENG 202 European Literary Classics: Enlightenment to Modern
ENG 208 Topics in Global Literature
ENG 371 Literary Study of the Bible
FMS 121 Freshman Seminar in Literature—Global Perspectives
FMS 131 Freshman Seminar in Fine Arts—Global Perspectives
FMS 141 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Perspectives
FMS 151 Freshman Seminar in Historical Perspectives: Premodern—Global Perspectives
FMS 161 Freshman Seminar in Historical Perspectives: Modern—Global Perspectives
FMS 171 Freshman Seminar in Social and Behavioral Studies—Global Perspectives
FRE 101 Beginning French
FRE 101B Beginning Business French
FRE 102 Beginning French
FRE 102B Beginning Business French
FRE 203 Intermediate French
FRE 204 Intermediate French
FRE 222 Explorations in French Literature: English Versions
FRE 232 Images of France and the Francophone World
FRE 241 Intermediate French: Culture and Business

FRE 312 French Conversation and Culture
FRE 315 Advanced Grammar and Composition
FRE 323 Albert Camus: English Versions
FRE 341 Business French
GEO 202 World Production and Marketing Systems
GEO 301 Urban Geography: Global Patterns
GER 101 Elementary German I
GER 102 Elementary German II
GER 203 Intermediate German
GER 204 Intermediate German Topics
GER 215 German Civilization: Readings in English
GER 216 German Civilization: Readings in English
GER 217 Masterworks or German Literature Read in English
GER 218 Masterworks or German Literature Read in English
GER 221 Germanic Mythology: Readings in English
GER 291 German Conversation Topics
GER 301 German Conversation and Composition: Topics
GER 305 German Literature: Advanced Intermediate Topics
GER 306 German Culture: Advanced Intermediate Topics
GER 306F German Culture: Advanced Intermediate Topics in German Film
GER 311 Business German
GER 404 German Civilization: Research and/or Internet Projects
GRK 201 Elementary Ancient Greek I
GRK 202 Elementary Ancient Greek II
GRK 203 Intermediate Ancient Greek I
GRK 204 Intermediate Ancient Greek II
GRK 303 Greek Drama
GRK 304 Greek Drama
GRK 311 The Greek Orators
GRK 312 Greek Historical Writers
GRK 313 Greek Historical Writers
GRK 341 Homer
HIS 221 Medieval Legacy
HIS 222 Europe 1400–1789
HIS 223 Modern Europe
HIS 309 Unity and Unrest in Medieval Towns
HIS 310 Daughters of Eve: Women in the Middle Ages
HIS 349 The World at War, 1914–1945
HIS 355 The Roman Empire, 44 B.C.–A.D. 337
HIS 369 History of Spain
HIS 371 Europe since World War I
HIS 375 Germany in the Nineteenth Century: 1800–1914
HIS 376 German History, 1914–1945
HIS 392 The Holocaust: History and Meaning
HIS 393 Medieval Church and State
HTM 251 Multicultural Issues in Hospitality and Tourism
IAR 221 History of Design I
IAR 222 History of Design II
IAR 321 Design Perspectives
IAR 499 International Field Studies in Interior Architecture
INS 233B International Studies Seminar
ITA 101 Beginning Italian
ITA 102 Beginning Italian
ITA 203 Intermediate Italian
ITA 204 Intermediate Italian
LAT 101 Elementary Latin I
LAT 102 Elementary Latin II
LAT 140 Elementary Latin Review
LAT 203 Intermediate Latin I
LAT 204 Intermediate Latin II
LAT 301 Roman Lyric Poetry
LAT 302 Roman Letters and Men of Letters
LAT 303 Roman Drama
LAT 311 The Roman Orators
LAT 312 Roman Historians
LAT 321 Roman Satire
LAT 401 Vergil
MGT 301 Introduction to International Business
MUS 241 Music Appreciation
MUS 333 History of Western Music III
MUS 375 Opera Performance Techniques
PHI 251 History of Ancient Philosophy
PHI 252 History of Modern Philosophy
POR 101 Beginning Portuguese
POR 102 Beginning Portuguese
POR 203 Intermediate Portuguese
POR 204 Intermediate Portuguese
PSC 240 The International System
PSC 260 Introduction to Comparative Politics
RCO Various Sections
REL 101 Introduction to Religious Studies
REL 104 Religion, Ritual, and the Arts
REL 204 New Testament and the Origins of Christianity
REL 210 Christianity to the Reformation
REL 215 Judaism
REL 240 Modern Jewish Thought
SOC 202 Social Problems in Global Context
SOC 223 Global Deviance
SOC 344 Global Society
SPA 100 Spanish for Health Care
SPA 101 Beginning Spanish
SPA 101B Beginning Business Spanish
SPA 102 Beginning Spanish
SPA 102B Beginning Business Spanish
SPA 203 Intermediate Spanish
SPA 203B Intermediate Business Spanish
SPA 204 Intermediate Spanish
SPA 222 Hispanic Masterpieces in English Translation
SPA 233 Hispanic Cultures and Civilizations
SPA 301 Advanced Spanish
SPA 311 Spanish Conversation
SPA 312 Spanish Conversation
SPA 315 Intermediate Spanish Composition
SPA 332 Introduction to Spanish Culture
SPA 334 Introduction to Spanish American Culture
SPA 341 Business Spanish
SPA 351 Approaches to Hispanic Literature
SPA 402 Spanish Literature I
SPA 403 Spanish Literature II
SPA 415 Advanced Written and Spoken Spanish
SWK 522 Comparative Study of Cross-Cultural Social Work Practice
WCV 101 Western Civilization
WCV 102 Western Civilization

Global Non-Western Perspectives (GN)

ART 103 Survey of Visual Art in Non-Western Traditions
ART 314 African Art
ATY 100 Contemporary Non-Western Cultures
ATY 213 Cultural Anthropology
ATY 258 World Prehistory
ATY 330 Cultures of North American Indians
ATY 333 Latin American Societies and Cultures
ATY 337 Cultures of the Pacific
ATY 465 An Overview of Medical Anthropology
CCI 312 The Art and Archaeology of Egypt
CRS 121 Culture, Human Behavior, and Clothing
DCE 205 Dance History I: World Dance Traditions
ECO 100 Economic Development of the Non-Western World
ENG 204 Non-Western Literary Classics
ENG 209 Topics in Non-Western Literature
FMS 122 Freshman Seminar in Literature—Global Non-Western Perspectives
FMS 132 Freshman Seminar in Fine Arts—Global Non-Western Perspectives
FMS 142 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Non-Western Perspectives
FMS 152 Freshman Seminar in Historical Perspectives: Premodern—Global Non-Western Perspectives

FMS 162 Freshman Seminar in Historical Perspectives: Modern—Global Non-Western Perspectives
FMS 172 Freshman Seminar in Social and Behavioral Studies—Global Non-Western Perspectives
GEO 104 The Geography of the Non-Western World
GEO 105 Cultural Geography
GEO 114 The Geography of World Affairs
GEO 303 World Population Problems
HEA 207 International Health
HIS 203 History of Africa to 1870
HIS 204 History of Africa since 1870
HIS 215 The Civilizations of Asia
HIS 216 The Civilizations of Asia
HIS 217 The World in the Twentieth Century
HIS 218 The World in the Twentieth Century
HIS 239 Latin America: Colonial Period
HIS 240 Latin America: National Period
HIS 320 Central American History
HIS 381 The Near and Middle East
HIS 383 Chinese History to 1800
HIS 384 The Modern Transformation of China: 1800 to Present Day
HSS 208 Seminar in Social and Behavioral Studies
HSS 215 Seminar in the Fine Arts: Global Non-Western
INS 233A International Studies Seminar
JNS 101 Elementary Japanese
JNS 102 Elementary Japanese
JNS 203 Intermediate Japanese
JNS 204 Intermediate Japanese
JNS 220 Modern Japan
MUS 343 Music Cultures of the World
MUS 425 Music of Sub-Saharan Africa
MUS 468 Teaching Music in a Multicultural Population
PHI 361 Ethical Issues in Business
POR 233 Topics in Brazilian Culture and Civilization
PSC 290 The Politics of the Non-Western World
PSC 391 African Political Systems
RCO Various Sections
REL 111 Non-Western Religions
REL 218 Non-Western Religions: China
REL 220 Non-Western Religions: Japan
REL 221 Buddhism
REL 223 Hinduism
REL 225 Islam
REL 250 Religious Traditions and Care of Earth
REL 351 Religion in Traditional Societies
RUS 101 Elementary Russian
RUS 102 Elementary Russian
RUS 201 Russian Literature in Translation
RUS 202 Russian Literature in Translation
RUS 203 Intermediate Russian
RUS 204 Intermediate Russian
RUS 306 Slavic Life and Letters: Topics
RUS 313 Major Authors in Russian Literature
RUS 314 Major Movements in Russian Literature and Culture
SOC 300 Post Soviet Societies
SPA 404 Spanish American Literature I
SPA 405 Spanish American Literature II
THR 506 Non-Western Theatre and/or Film
WGS 333 Women in Non-Western Cultures

Writing Intensive (WI) Courses and Speaking Intensive (SI) Courses

GEC requires one WI and one SI marker course from any discipline; a second WI course and a second SI course are to be taken in the major. Please note that the College of Arts and Sciences requires additional WI courses.

Throughout the year, Writing Intensive (WI) and Speaking Intensive (SI) courses are approved for offering by the General Education Writing Intensive and Speaking Intensive Committees. Since most WI and SI courses are approved to carry the WI or SI marker only for specific instructors or only for a given term, lists of WI and SI courses are not published in the *Undergraduate Bulletin*.

Students and advisors should **always refer to the Web-based semester *Schedule of Courses* for a current, valid listing of approved Writing Intensive and Speaking Intensive courses offered in a given term**. The Web-based *Schedule* for any semester can be found at **http://pipeline.uncg.edu** or **http://banweb.uncg.edu**.

Enrollment in certain Writing Intensive and Speaking Intensive courses is restricted to majors in that program. Students should always be aware of course prerequisites and other course restrictions as stated in this *Bulletin* before attempting to register for a course.

General Education Credit through Study Abroad

In addition to the above listed courses, students may receive General Education Core category and marker credit for courses taken in three overseas programs offered by the University's International Programs Center. For information about these courses, contact the International Programs Center, 127 McIver Street, UNCG, 336/334-5404.

Fall Semester in Estonia
Political System and Administration (GSB)
Estonian History (GHP)
Estonian Literature in Translation (GLT-GN)
Estonian Culture (GFA)
Ecology and Nature in Estonia (GNS)
Economy (GSB)

Fall Semester in Finland
Cultures and Societies of Scandinavia (GSB)
Indigenous Cultures of the Polar Region (GN)
Arts of Scandinavia (GFA)
Finnish and Scandinavian Literature in Translation (GLT-GN)
Nordic Nature and Environment (GNS)

Spring Semester in Poland
Arts in Contemporary Poland (GFA)
Culture and Society in Contemporary Poland (GSB)
Evolution of Political Systems in Eastern Europe (GSB)
History of Poland (GHP)
Transition of Central European Countries to Market Economies (GSB)
Polish Literature in Translation (GLT-GN)

Additional College of Arts and Sciences Requirements (CAR)

Additional General Education requirements have been established by the College of Arts and Sciences, including requirements for foreign language study and writing intensive courses. These requirements are listed in detail on pp. 67–69.

Basic Technology Competencies

UNCG recognizes that the ability to utilize appropriate technologies is an essential proficiency for a university graduate in the twenty-first century. The University has established a list of Basic Technology Competencies in the categories of computer operation; setup; maintenance and troubleshooting; word processing; spreadsheet/graphing; library research; networking; telecommunication; use of Internet/Web; media communications; and multimedia integration. The list of these competencies is available as an online resource, and provides several means available to UNCG students for acquiring each competency, with options that include campus workshops, computer lab staff support, and Web sites. Go to **www.uncg.edu/tlc/student_competencies.html** to view and access these resources.

UNCG students are expected to use a variety of these basic technology competencies and additional competencies relevant to their fields of study. Incoming students should review the basic competencies and work to correct any deficiencies.

Information & Research Skills Competencies

In addition to basic technology skills, the acquisition of information skills and research competencies is an important Learning Goal of the General Education Program. Familiarity with library resources is essential in acquiring such skills. To assist students in this effort, UNCG's Jackson Library offers two levels of library instruction to undergraduates:

1. First-Year Undergraduates—students achieve orientation to research skills by completing the Library's Web tutorial and/or attending an instructional session in the Library.
2. Upper Division Undergraduates—students who have not achieved the objectives of library instruction for first year students use the Library's Web tutorials designed for this purpose. In addition, these students are encouraged to make an appointment with a reference librarian to seek individual assistance.

See **http://library.uncg.edu/depts/ref/libinstruction** and **http://library.uncg.edu/depts/ref/tutorial** for additional information.

Definitions of Academic Program Terminology

Undergraduate Areas of Study

Undergraduate areas of study include all majors, concentrations, teacher licensure programs, minors, and second majors that are available to UNCG students. Each area of study carries a unique code which is used to identify the program. Students seeking a baccalaureate degree must select a primary major, and may, after consultation with an advisor, also select a minor or a second major. See chapter 10 for a listing of current Areas of Study codes.

Also refer to chapter 6, **Academic Units,** for a complete list of available areas of study and the departmental listings for specific program and degree requirements.

Major

A major is a formalized curricular program leading to a degree. Each academic unit or department establishes the course requirements for each major program, concentrations within a major, and related area requirements. All program requirements follow the general structure described below.

Concentration

A concentration is a formalized curricular sequence established to achieve a specific goal within a major.

Major Description

The following information is always included at the beginning of any program description:

1. Name of Major
2. Degree Awarded
3. Total Semester Hours Required for the Degree
4. Area of Study Codes (AOS)
5. Concentrations Available (if more than one area of study is available)

Program Admission Requirements

Special program admission and/or continuation requirements, if any, are listed immediately following the description of the major and degree. A number of programs have requirements that must be met before the student can be formally admitted to the major and permitted to take upper level courses. Such requirements usually involve completion of foundation courses, achievement of a certain GPA, and completion of a specified number of credit hours. Certain programs require portfolio review or audition for admission.

Program Course Requirements

General Education Requirements

All students completing undergraduate degrees at UNCG are required to complete General Education Core and Marker Requirements as described on pp. 51–56.

All undergraduate programs follow General Education requirements. Most programs in the College of Arts & Sciences have requirements (CAR) in addition to the General Education requirements as described on pp. 67–69. General Education Core and Marker requirements, including specific courses specified by the program, are listed prior to the major requirements.

Major Requirements

Major requirements include all courses that must be taken within the major department for completion of the degree. All undergraduate majors require a minimum of 27 semester hours in the major program of study.

Majors that provide students with more than one concentration or area of study within the major will usually separate the Major Requirements into Core Requirements and Additional Concentration Requirements.

A program of study taken by a student as a "second" major, in addition to the student's primary major, must meet all requirements as stated for that major. For example, a student pursuing English as his/her primary major who wishes to obtain a second major in French, must meet all the requirements for the English major as well as those for the French major.

Core Requirements

Core courses are those courses required of all students in the major, regardless of concentration.

Additional Concentration Requirements

Concentration requirements are additional courses required only for a specific concentration.

Related Area (Other or Cognate) Requirements

A number of majors require courses from other departments or programs for completion of the degree. Such courses are listed as "Related Area" or "Cognate" requirements following the major requirements.

Teacher Licensure Requirements

Programs which lead to teacher licensure also list teacher licensure requirements.

Second Academic Concentration Requirements for Teacher Licensure Programs

Several teacher licensure programs require students to complete a second academic concentration in addition to the primary major program. Students in teacher education programs should check with their advisors or with the Teachers Academy for available second academic concentrations. Also see **Teacher Education Programs** in this *Bulletin*.

Electives

Most programs do not specify which electives a student must take although some may make suggestions. Electives are those courses taken to complete the semester hours required for the degree after fulfilling General Education requirements and major, related and/or other program requirements.

Minors

A minor is a formalized curricular sequence taken by a student outside his/her major area of study. Programs that can be taken as minors are described following descriptions of the major and second major. A minimum of 15 semester hours in a department is required to complete an area of study as a minor. Several areas of study can be taken only as minors. See individual programs for details.

Special Curriculum Option (Plan II)

For students whose needs are not met by the formal majors and degrees offered at UNCG, a special curriculum option—called Plan II—allows students to design their own course of study in consultation with appropriate faculty.

Students desiring to pursue Plan II should be advised that there is no guarantee that their proposed program will lead to graduation until it has been fully approved. Developing a program is a time consuming process, often taking one year from initial intent to final approval. Students must file a statement of intent to pursue Plan II in the Office of Student Academic Services prior to registering for their last 45 semester hours. Required steps have been adopted by the Undergraduate Curriculum Committee for approving Plan II programs. The following is an abbreviated description of the procedures that must be followed:

1. Consult with the Director of Student Academic Services regarding general requirements and procedures. All general University requirements and minimum admission requirements for the desired departmental programs must be met by any Plan II program.
2. Select a faculty advisor with expertise in the interdisciplinary major.
3. Select another member of the faculty to serve on an advisory committee.
4. Develop a formal proposal with the committee.
5. Send proposal to Undergraduate Curriculum Committee.

Minor modifications to an approved Plan II program may be made if approved by both the faculty advisor and the Director of Student Academic Services. Other modifications require the full process outlined.

Guide to Course Descriptions

Course descriptions are comprised of the following information:

1. Course Number
2. Course Title
3. Course Credit (in parentheses)
4. Special Information, which may include:
   - General Education credit
   - Prerequisites and/or corequisites
   - Special restrictions or other requirements
   - Repeat-for-Credit notation (if course can be repeated)
   - Grading Mode (if other than letter grade)
5. Description of course content
6. Frequency of offering (in parentheses); optional
7. Equivalent courses (in parentheses)

Each course description is represented by a three-letter prefix (indicating the department or program within which the course is taken) and a three-digit course number. After each course title are two (or three) numbers separated by colons which indicate semester hours credit, lecture, and laboratory hours. Following the credit indicator the following items may be listed: General Education credit; course prerequisites or corequisites; special restrictions or requirements; repeat-for-credit information if the course can be repeated for credit; and grading mode if the course is graded other than by letter grade. The course description itself may be followed by frequency of offering information. Explanations of each of these topics follows.

Course Prefixes

The following is a listing of current graduate and undergraduate course prefixes.

ACC	Accounting
AFS	African American Studies
APD	Apparel Product Design
ART	Art
AST	Astronomy
ATY	Anthropology
BCN	Broadcasting & Cinema
BIO	Biology
BLS	Humanities—Liberal Studies
BUS	Business Administration

CCI	Classical Civilization
CED	Counseling & Educational Development
CHE	Chemistry & Biochemistry
CNR	Conflict Resolution
CRS	Consumer, Apparel, & Retail Studies
CSC	Computer Science
CSD	Communication Sciences & Disorders
CST	Communication Studies
CUI	Curriculum & Instruction
DCE	Dance
ECO	Economics
EDU	Education/Teachers Academy
ELC	Educational Leadership & Cultural Foundations
ENG	English
ENV	Environmental Studies
ERM	Educational Research Methodology
ESS	Exercise & Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FRE	French
GEN	Genetic Counseling
GEO	Geography
GER	German
GRK	Greek
GRO	Gerontology
HDF	Human Development & Family Studies
HEA	Public Health
HHP	Health & Human Performance
HIS	History
HSS	Honors Program
HTM	Hospitality & Tourism Management
IAR	Interior Architecture
INS	International Studies
ISM	Information Systems & Operations Management
ITA	Italian
JNS	Japanese Studies
LAT	Latin
LIN	Linguistics
LIS	Library & Information Studies
MAT	Mathematics
MBA	Master of Business Administration
MGT	Management
MKT	Marketing
MLS	Master of Arts in Liberal Studies
MUS	Music
NTR	Nutrition
NUR	Nursing
PHI	Philosophy
PHY	Physics
POR	Portuguese
PSC	Political Science
PSY	Psychology
RCO	Residential College
RCS	Retailing & Consumer Studies
REL	Religious Studies
RPM	Recreation & Parks Management
RUS	Russian
SAS	Student Academic Services
SCM	Supply Chain Management
SEP	Spartan Experience Program
SES	Specialized Education Services
SOC	Sociology
SPA	Spanish
STA	Statistics
STR	Strong College
SWK	Social Work
THR	Theatre
UNS	University Studies
WCV	Western Civilization
WGS	Women's & Gender Studies

Course Type/Instructional Mode

Courses at UNCG may be offered in several formats, based on the mode in which the course is taught or instruction delivered. The type of course is reflected in the credit structure as well as being detailed in the course description. The semester *Schedule of Courses* also indicates a course's type or delivery mode.

Lecture/Seminar Courses

A lecture course consists of classes that meet weekly for a specified number of hours; instruction is delivered in a lecture or seminar setting. The credit hour structure of the course is expressed by two numbers, such as (3:3), where the first number indicates that the course carries three semester hours of credit and the second number indicates that the course meets for three lecture/seminar hours per week.

Laboratory/Studio/Practice Courses

Such courses, which meet weekly, may combine a lecture component with a laboratory/studio/practice component, or may consist of a lab/studio/practice session only.

In a combined lecture and lab/studio course, class sessions usually meet at different times and are detailed in the *Schedule of Courses* for each semester. The credit structure for such courses is always expressed by three numbers, such as (3:2:3), where the first number represents the semester hours credit, the second number represents the number of lecture/seminar hours the course meets per week, and the final number, the lab/studio hours required by the course each week.

A course that is comprised of a lab/studio/practice component only will be expressed by the following credit structure: (1:0:3), where the course receives 1 semester hour of credit, has no lecture component, and meets for three hours a week in a lab/studio/practice environment.

Web-Based Courses

Web-based courses are delivered via the Internet, totally or in combination with more conventional formats such as in-person lectures and/or labs. Web-based courses are denoted as such in the semester *Schedule of Courses*.

Service-Learning Courses

The University of North Carolina at Greensboro defines Academic Service-Learning as a teaching method that links community action and academic study so that each strengthens the other. Students, faculty, and community partners collabo-

rate to enable students to address community needs, initiate social change, build effective relationships, enhance academic skills, and develop civic literacy. Service-Learning encourages critical consideration of the ethical dimensions of community engagement. Service-Learning courses are identified by the SVL course type in the semester *Schedule of Courses*.

Experimental Courses

An experimental course is a regular academic credit course offered only once on an experimental basis through an established academic program. Such a course is intended to accommodate the expertise of a visiting faculty member or to allow faculty to test a course within the UNCG academic community. An experimental course is always denoted as such by including "Experimental Course" in the title.

Practicum/Internship Courses

A practicum/internship course is usually an upper level course, involving a career related learning experience of limited duration in which an individual takes on responsible roles outside of the traditional university environment where training and supervision are included: in a non-profit organization, a government office, or a private, for-profit business. An internship may last for a month, several months, or a year; be paid or voluntary; be taken for academic credit or not; be full-time or part-time.

An example of a practicum/internship credit structure is (6:1:20), which indicates the course is taken for six (6) semester hours credit, has a on campus seminar or lecture component that meets for 1 hour a week, and requires the student to spend approximately 20 hours weekly in the field at the off campus site.

Course Numbers and Levels

Course level numbers are structured as follows:

100–199—intended primarily for freshmen

200–299—intended primarily for sophomores

300–399—intended primarily for juniors

400–499—intended primarily for seniors

500–599—intended for advanced undergraduates and graduate students; these courses are not open to freshmen and sophomores

600–749—registration restricted to students who are classified as graduate students

750–799—registration restricted to students admitted to doctoral programs

Undergraduates are reminded that a minimum of 36 semester hours must be completed at the 300 level or above to meet graduation requirements.

Course descriptions for graduate-level courses (600 and 700 level) are printed in *The Graduate School Bulletin*.

Course Credit Hours

Course credit hours are indicated in parentheses immediately following the course title. The first figure indicates the number of semester hour credits awarded for the course. The second and third figures indicate the number of lecture/seminar and laboratory/studio/practice hours normally scheduled each week during the semester in the course.

For example, (3:2:3) indicates the course carries three semester hour credits, meets for two lecture/seminar hours and three laboratory/studio hours each week.

When only two figures appear in the parentheses, there are no laboratory or studio hour requirements. For example, (3:3) indicates that the course carries three semester hour credits and meets for three lecture/seminar hours per week.

Graduate courses and certain other courses may have only one figure enclosed in parentheses, which indicates only the number of semester hours credit given.

Normally, a class period is 50 minutes in length for each credit hour given.

Two course numbers separated by a comma indicate a sequence of two courses with closely related content.

General Education Requirement Abbreviations

Courses approved as meeting requirements in the general education core or marker areas are indicated by one of the following abbreviations following the course title and credit:

GEC Category Abbreviations

GLT	Literature
GFA	Fine Arts
GPR	Philosophical/Religious/Ethical Perspectives
GHP	Historical Perspectives on Western Culture
GMT	Mathematics
GNS	Natural Sciences
GRD	Reasoning and Discourse
GSB	Social and Behavioral Sciences

GEC Marker Abbreviations

GL	Global Perspectives
GN	Global Non-Western Perspectives
SI	Speaking Intensive
WI	Writing Intensive

College's Additional Requirements (CAR) Abbreviations

GPM	Historical Perspectives—Western—Premodern
GMO	Historical Perspectives—Western—Modern
GLS	Natural Sciences—Life Science
GPS	Natural Sciences—Physical Science
GFL	Foreign Language

Course Prerequisites/Corequisites

A prerequisite is a course that must be completed before another course may be taken. A corequisite is a course that must be taken concurrently with another course. Prerequisites and corequisites are indicated after the course title and credit by *Pr.* or *Coreq.* followed by the requirements that must be met before that course may be taken.

A student may not enroll in a course without having completed the proper prerequisites unless these prerequisites have been waived by the head of the department in which the course is offered.

Other Course Restrictions

Some courses carry additional restrictions (Freshmen only; Majors only; etc.). Such restrictions are highlighted following the listing of any course prerequisites.

Grading Method

Courses are graded by letter grade (A–F) unless otherwise noted in the course description. If a course is graded other than by letter grade, this information is stated after the prerequisite listing. Also see section on **Grading**.

Pass/Not Pass Courses

The following undergraduate/advanced undergraduate courses are graded P/NP (Pass/Not Pass) and are so noted in their descriptions:

BCN 196, 496, 499; BUS 105B; CSC 312; CSD 219; CUI 461, 462; DCE 250, 365, 461; ESS 461, 462; GER 291; GRK 150; HEA 428; ISM 411; MUS 090, 091; NUR 425, 440; PHY 401; RPM 315, 417; RUS 101L, 102L; SAS 100; SPA 100

Repeat-for-Credit Notation

Some courses may be repeated for credit under special circumstances. Such information is highlighted following the listing of any prerequisites.

Course Description

The description of a course is necessarily brief and is intended to give students a concise overview of course content. A course syllabus, which contains complete details about a courses's content and requirements, may be obtained from the department or instructor.

Frequency of Course Offering

Many courses indicate the semester(s) in which they are usually offered. This information is indicated in parentheses at the end of the course description as follows:

(Fall & Spring)—course usually offered both fall and spring semesters.

(Fall & Spring & Summer)—course usually offered fall and spring semesters and summer session.

(Fall or Spring)—course usually offered either fall or spring semesters.

(Fall or Spring or Summer)—course may be offered fall semester, or spring semester, or summer session.

(Fall or Spring or Winter)—course may be offered fall semester, or spring semester, or winter session.

(Fall)—course usually offered fall only.

(Spring)—course usually offered spring only.

(Summer)—course usually offered summer only.

(Alt)—course usually offered only in alternate semesters or years.

(Even, Odd)—course usually offered in even or odd semesters or years.

(Occ)—course offered occasionally.

Students should also be aware that regularly scheduled undergraduate classes for which fewer than ten students enroll (or graduate classes for which fewer than five students enroll) will be offered only with special approval of the Provost. If enrollment does not justify continuation of a class, the class may not be offered that semester.

Equivalent Course Credit/Cross-listed Courses

A number of undergraduate courses have course content which is considered equivalent to other similar courses. Each semester a number of courses are cross-listed with courses taught in a different department. Ordinarily students can take only one of such equivalent or cross-listed courses for credit. Course equivalencies are indicated in parentheses following a course description ("Same as . . . "). Students should be aware of such equivalencies before registering in order to avoid taking a course for which they will not receive additional credit.

General Education Course Credit Summary Table

GE Core Category Codes
GLT—Literature | GFA—Fine Arts | GPR—Philosophical/Religious/Ethical Perspectives | GHP—Historical Perspectives
GNS—Natural Sciences | GRD—Reasoning & Discourse | GSB—Social & Behavioral Sciences

CAR Codes[1]
GFL—Foreign Language | GPM—Historical Perspectives—Premodern | GMO—Historical Perspectives—Modern
GLS—Natural Sciences—Life | GPS—Natural Sciences—Physical

GEC Marker Codes
GL—Global Perspectives | GN—Global Non-Western Perspectives | WI—Writing Intensive[2] | SI—Speaking Intensive[2]

Additional Course Information Abbreviations[2]
L—Lab

The following list includes courses that are approved for the noted credit status and which will carry the designated markers for all sections for 2005–06.

[1]*CAR codes (College Additional Requirements) are for use only by students pursuing majors in the College of Arts and Sciences; see pp. 67–69.*
[2]*Writing Intensive (WI) and Speaking Intensive (SI) courses are not indicated on this table; refer to the Web-based semester* Schedule of Courses *for a listing of courses taught as SI or WI for a given semester.*

COURSE	GE CORE	CAR	GLOBAL	GLOBAL/NW	LAB
AFS 201	GHP	GMO			
AFS 210	GSB				
ART 100	GFA				
ART 101	GFA				
ART 103	GFA			GN	
ART 314				GN	
AST 203	GNS	GPS			
AST 209	GNS	GPS			
AST 235	GNS	GPS			
ATY 100	GSB			GN	
ATY 212	GSB				
ATY 213	GSB			GN	
ATY 253	GNS	GLS			L
ATY 258	GSB			GN	
ATY 325			GL		
ATY 330				GN	
ATY 333				GN	
ATY 337				GN	
ATY 385			GL		
ATY 465				GN	
BCN 101	GFA				
BCN 225	GFA				
BCN 226	GFA				
BCN 325	GSB				
BIO 105	GNS	GLS			
BIO 105L	GNS	GLS			L
BIO 111	GNS	GLS			L
BIO 112	GNS	GLS			L
CCI 102	GRD		GL		
CCI 201	GHP	GPM	GL		
CCI 202	GHP	GPM	GL		
CCI 205	GPR		GL		
CCI 206			GL		
CCI 211	GHP	GPM	GL		

COURSE	GE CORE	CAR	GLOBAL	GLOBAL/NW	LAB
CCI 212	GHP	GPM	GL		
CCI 220	GHP	GPM			
CCI 227	GLT		GL		
CCI 228	GLT		GL		
CCI 230			GL		
CCI 305	GLT		GL		
CCI 306	GFA		GL		
CCI 307	GHP	GPM	GL		
CCI 312	GFA			GN	
CCI 321	GPR		GL		
CCI 324	GLT		GL		
CCI 325	GLT		GL		
CCI 326	GLT		GL		
CCI 340	GPR		GL		
CCI 350	GPR		GL		
CCI 355			GL		
CHE 103	GNS	GPS			
CHE 104	GNS	GPS			
CHE 106	GNS	GPS			
CHE 110	GNS	GPS			L
CHE 111	GNS	GPS			
CHE 112	GNS	GPS			L
CHE 114	GNS	GPS			
CHE 115	GNS	GPS			L
CRS 121				GN	
CRS 321	GSB				
CRS 372	GHP	GMO			
CST 105	GRD				
DCE 101	GFA				
DCE 200	GFA		GL		
DCE 205				GN	
ECO 100				GN	
ECO 101	GSB				
ECO 201	GSB				

General Education Course Credit Summary Table

Course	GE Core	CAR	Global	Global/NW	Lab
ECO 202	GSB				
ECO 300			GL		
ENG 101	GRD				
ENG 101N	GRD				
ENG 102	GRD				
ENG 104	GLT				
ENG 105	GLT				
ENG 106	GLT				
ENG 107	GLT				
ENG 108	GLT				
ENG 109	GLT				
ENG 110	GLT		GL		
ENG 201	GLT		GL		
ENG 202	GLT		GL		
ENG 204	GLT			GN	
ENG 208	GLT		GL		
ENG 209	GLT			GN	
ENG 210	GLT				
ENG 211	GLT				
ENG 212	GLT				
ENG 251	GLT				
ENG 252	GLT				
ENG 262	GSB				
ENG 315	GLT				
ENG 331	GLT				
ENG 339	GLT				
ENG 340	GLT				
ENG 371	GLT		GL		
ESS 330	GSB				
FMS 115	GRD				
FMS 116	GRD				
FMS 120	GLT				
FMS 121	GLT		GL		
FMS 122	GLT			GN	
FMS 130	GFA				
FMS 131	GFA		GL		
FMS 132	GFA			GN	
FMS 140	GPR				
FMS 141	GPR		GL		
FMS 142	GPR			GN	
FMS 150	GHP	GPM			
FMS 151	GHP	GPM	GL		
FMS 152	GHP	GPM		GN	
FMS 160	GHP	GMO			
FMS 161	GHP	GMO	GL		
FMS 162	GHP	GMO		GN	
FMS 170	GSB				
FMS 171	GSB		GL		
FMS 172	GSB			GN	
FMS 183	GNS	GPS			
FMS 183L	GNS	GPS			L
FMS 184	GNS	GLS			
FMS 184L	GNS	GLS			L
FMS 195	GMT				
FRE 101			GL		
FRE 101B			GL		
FRE 102			GL		
FRE 102B			GL		
FRE 203		GFL	GL		
FRE 204		GFL	GL		
FRE 222	GLT		GL		
FRE 232			GL		
FRE 241		GFL	GL		
FRE 312			GL		
FRE 315			GL		
FRE 323	GLT		GL		
FRE 341			GL		
FRE 353	GLT				
GEO 103	GNS	GPS			
GEO 104				GN	
GEO 105	GSB			GN	
GEO 106	GNS	GPS			
GEO 106L	GNS	GPS			L
GEO 111	GNS	GPS			
GEO 111L	GNS	GPS			L
GEO 114				GN	
GEO 121	GNS	GPS			
GEO 202	GSB		GL		
GEO 301	GSB		GL		
GEO 303				GN	
GEO 311	GNS	GPS			
GEO 311L	GNS	GPS			L
GEO 314	GNS	GPS			
GEO 314L	GNS	GPS			L
GEO 344	GSB				
GER 101			GL		
GER 102			GL		
GER 203		GFL	GL		

General Education Course Credit Summary Table

Course	GE Core	CAR	Global	Global/NW	Lab
GER 204		GFL	GL		
GER 215			GL		
GER 216			GL		
GER 217	GLT		GL		
GER 218	GLT		GL		
GER 221			GL		
GER 291			GL		
GER 301			GL		
GER 305			GL		
GER 306			GL		
GER 306F			GL		
GER 311		GFL	GL		
GER 404			GL		
GRK 201			GL		
GRK 202			GL		
GRK 203		GFL	GL		
GRK 204		GFL	GL		
GRK 303			GL		
GRK 304			GL		
GRK 311			GL		
GRK 312			GL		
GRK 313			GL		
GRK 341			GL		
HDF 211	GSB				
HDF 212	GSB				
HDF 302	GSB				
HDF 303	GSB				
HEA 201	GSB				
HEA 207				GN	
HEA 260	GSB				
HIS 203	GHP	GPM		GN	
HIS 204	GHP	GMO		GN	
HIS 211	GHP	GMO			
HIS 212	GHP	GMO			
HIS 215	GHP	GPM		GN	
HIS 216	GHP	GMO		GN	
HIS 217	GHP	GMO		GN	
HIS 218	GHP	GMO		GN	
HIS 220	GHP	GPM			
HIS 221	GHP	GPM	GL		
HIS 222	GHP	GPM	GL		
HIS 223	GHP	GMO	GL		
HIS 239	GHP	GMO		GN	
HIS 240	GHP	GMO		GN	

Course	GE Core	CAR	Global	Global/NW	Lab
HIS 251	GHP	GPM			
HIS 252	GHP	GMO			
HIS 301	GHP	GMO			
HIS 302	GHP	GMO			
HIS 309			GL		
HIS 310			GL		
HIS 311	GHP	GMO			
HIS 320				GN	
HIS 327	GHP	GMO			
HIS 335	GHP	GMO			
HIS 336	GHP	GMO			
HIS 349			GL		
HIS 355			GL		
HIS 360	GHP	GMO			
HIS 369	GHP	GPM	GL		
HIS 371	GHP	GMO	GL		
HIS 373	GHP	GPM			
HIS 374	GHP	GMO			
HIS 375			GL		
HIS 376			GL		
HIS 381	GHP	GMO		GN	
HIS 383				GN	
HIS 384				GN	
HIS 392			GL		
HIS 393			GL		
HSS 201	GHP	GPM			
HSS 202	GHP	GMO			
HSS 203	GNS	GPS			
HSS 204	GNS	GLS			
HSS 205	GFA				
HSS 206	GPR				
HSS 207	GLT				
HSS 208	GSB			GN	
HSS 215	GFA			GN	
HTM 251			GL		
IAR 221	GFA		GL		
IAR 222	GFA		GL		
IAR 321	GFA		GL		
IAR 499			GL		
INS 233A				GN	
INS 233B			GL		
ITA 101			GL		
ITA 102			GL		
ITA 203		GFL	GL		

General Education Course Credit Summary Table

Course	GE Core	CAR	Global	Global/NW	Lab
ITA 204		GFL	GL		
JNS 101				GN	
JNS 102				GN	
JNS 203		GFL		GN	
JNS 204		GFL		GN	
JNS 220				GN	
LAT 101			GL		
LAT 102			GL		
LAT 140			GL		
LAT 203		GFL	GL		
LAT 204		GFL	GL		
LAT 301			GL		
LAT 302			GL		
LAT 303			GL		
LAT 311			GL		
LAT 312			GL		
LAT 321			GL		
LAT 401			GL		
LIN 262	GSB				
MAT 112	GMT				
MAT 115	GMT				
MAT 120	GMT				
MAT 150	GMT				
MAT 151	GMT				
MAT 191	GMT				
MGT 301			GL		
MUS 214	GFA				
MUS 241	GFA		GL		
MUS 331	GHP	GPM			
MUS 332	GFA				
MUS 333			GL		
MUS 334	GHP	GMO			
MUS 343	GPR			GN	
MUS 375			GL		
MUS 425				GN	
MUS 468				GN	
NTR 213	GNS	GLS			
PHI 111	GPR				
PHI 115	GRD				
PHI 119	GPR				
PHI 121	GPR				
PHI 220	GPR				
PHI 251	GHP	GPM	GL		
PHI 252	GHP	GMO	GL		
PHI 310	GRD				
PHI 331	GPR				
PHI 359	GPR				
PHI 361	GPR			GN	
PHY 205	GNS	GPS			
PHY 205L	GNS	GPS			L
PHY 211	GNS	GPS			L
PHY 211A	GNS	GPS			L
PHY 212	GNS	GPS			L
PHY 212A	GNS	GPS			L
PHY 291	GNS	GPS			L
PHY 292	GNS	GPS			L
POR 101			GL		
POR 102			GL		
POR 203		GFL	GL		
POR 204		GFL	GL		
POR 233				GN	
PSC 100	GSB				
PSC 105	GPR				
PSC 210	GSB				
PSC 240	GSB		GL		
PSC 260	GSB		GL		
PSC 270	GPR				
PSC 290				GN	
PSC 391				GN	
PSY 121	GSB				
PSY 230	GNS	GLS			
PSY 250	GSB				
PSY 260	GSB				
PSY 318	GRD				
PSY 341	GSB				
PSY 380	GPR				
RCO 101	GRD				
RCO 102	GRD				
RCO 108	GHP	GPM	GL		
RCO 109	GHP	GMO			
RCO 110-119	GMT				
RCO 208-209	GHP	GMO			
RCO 210-219	GPR				
RCO 220-229	GLT				
RCO 230-239	GFA				
RCO 240-244	GHP	GPM			
RCO 245-249	GHP	GMO			
RCO 250-254	GNS	GLS			
RCO 255-259	GNS	GPS			
RCO 260-269				GN	

General Education Course Credit Summary Table

Course	GE Core	CAR	Global	Global/NW	Lab
RCO 270-279	GSB				
RCO 280-289	GLT				
REL 101	GPR		GL		
REL 104	GPR		GL		
REL 109	GPR				
REL 111	GPR			GN	
REL 131	GHP	GMO			
REL 202	GHP	GPM			
REL 204	GHP	GPM	GL		
REL 207	GPR				
REL 210	GHP	GPM	GL		
REL 212	GHP	GMO			
REL 215	GHP	GMO	GL		
REL 218	GPR			GN	
REL 220	GPR			GN	
REL 221	GPR			GN	
REL 223	GPR			GN	
REL 225	GPR			GN	
REL 229	GHP	GMO			
REL 232	GPR				
REL 240			GL		
REL 250	GPR			GN	
REL 251	GPR				
REL 327	GPR				
REL 351				GN	
RPM 101	GSB				
RUS 101				GN	
RUS 102				GN	
RUS 201	GLT			GN	
RUS 202				GN	
RUS 203		GFL		GN	
RUS 204		GFL		GN	
RUS 306				GN	
RUS 313	GLT			GN	
RUS 314	GLT			GN	
SES 200	GSB				
SES 240	GSB				
SOC 101	GSB				
SOC 201	GSB				
SOC 202	GSB		GL		
SOC 222	GSB				
SOC 223			GL		
SOC 227	GSB				
SOC 300				GN	
SOC 344			GL		
SPA 100			GL		
SPA 101			GL		
SPA 101B			GL		
SPA 102			GL		
SPA 102B			GL		
SPA 203		GFL	GL		
SPA 203B		GFL	GL		
SPA 204		GFL	GL		
SPA 222	GLT		GL		
SPA 233			GL		
SPA 301			GL		
SPA 311			GL		
SPA 312			GL		
SPA 315			GL		
SPA 332			GL		
SPA 334			GL		
SPA 341			GL		
SPA 351	GLT		GL		
SPA 402	GLT		GL		
SPA 403	GLT		GL		
SPA 404	GLT			GN	
SPA 405	GLT			GN	
SPA 415			GL		
STA 108	GMT				
SWK 311	GSB				
SWK 522			GL		
THR 100	GFA				
THR 130	GFA				
THR 205	GFA				
THR 323	GFA				
THR 500	GLT				
THR 501	GLT				
THR 502	GFA				
THR 506				GN	
WCV 101	GHP	GPM	GL		
WCV 102	GHP	GMO	GL		
WGS 250	GSB				
WGS 333	GHP	GMO		GN	
WGS 350	GPR				

6. Academic Units

The College of Arts and Sciences

105 Foust Building

Timothy D. Johnston, Professor and Dean of the College
Denise N. Baker, Professor and Associate Dean
Robert C. Hansen, Professor and Associate Dean
Kevin W. Moore, Associate Dean for Research

Through its faculty, courses, and programs, the College of Arts and Sciences encourages intellectual inquiry and development of the knowledge and skills that enable critical examination of traditions and assumptions. A liberal education prepares students for informed and reflective participation in society, for sustained cultural and aesthetic enjoyment, and for a lifetime of learning.

Freedom and self-motivation in the context of a rational plan of disciplined study are fundamental to a liberal arts education. Students are encouraged to seek relationships among the various subjects studied and to develop a coherent intellectual perspective. To aid in this process, the College requirements build upon the University's General Education requirements.

The College of Arts and Sciences is composed of the departments of Anthropology; Art; Biology; Broadcasting and Cinema; Chemistry and Biochemistry; Classical Studies; Communication; English; Geography; German and Russian; History; Mathematical Sciences; Philosophy; Physics and Astronomy; Political Science; Psychology; Religious Studies; Romance Languages; Sociology; and Theatre. The College also includes Freshman Seminars, African American Studies, Archaeology, Environmental Studies, Humanities (online Bachelor of Arts in Liberal Studies program), International Studies, Linguistics, and Women's and Gender Studies.

CASA, the College advising center, provides academic assistance for first-year and pre-major undergraduate students.

College of Arts and Sciences Additional Requirements (CAR)

In addition to the course requirements stated in the University's General Education Core (GEC) on p. 51, students majoring in the College of Arts and Sciences must also complete the following:

Humanities (Literature GLT, Fine Arts GFA, Philosophical/Religious/Ethical Perspectives GPR)

Students in the College must distribute the 12 credit hours required by GEC in the Humanities as follows: GLT, six (6) hours; GFA, three (3) hours; and GPR, three (3) hours.

Historical Perspectives—Western Culture (GPM and GMO)

Students must complete a total of six (6) credit hours in GHP courses, with one course chosen from the premodern (GPM) list and one from the modern (GMO) list. See course lists on next page.

Natural Sciences (GLS and GPS)

Students must complete a total of 9–10 credit hours in GNS courses, with at least one course chosen from the Life Science (GLS) list, and at least one course chosen from the Physical Science (GPS) list. One of the three must include a laboratory. See course lists on next page.

Social and Behavioral Sciences (GSB)

Students must complete a total of nine (9) credit hours in GSB courses, with courses taken from at least two different academic departments.

Foreign Language (GFL)

Students are required to complete intermediate-level proficiency in a foreign language, i.e., through the 204 level. Six (6) hours of a foreign language may be used toward the General Education marker requirement of 12 hours of Global (GL) or Global Non-Western (GN) courses. See pp. 54–56.

Writing Intensive Courses (WI)

Students in the College of Arts and Sciences must complete a total of four (4) Writing Intensive (WI) courses:

1. At least one of the four (4) Writing Intensive courses must be in the student's primary major and at least one must be in the upper division (300 and above). A single course may satisfy both the requirement for a course in the major and the requirement for a course in the upper-division, as long as a total of four Writing Intensives are taken.
2. Students transferring to UNCG as sophomores, and returning students who completed 30–59 semester hours of their course work at UNCG prior to 1989, are required to take three Writing Intensive courses, distributed as in #1 above. Students transferring to UNCG as juniors, and returning students who completed 60–89 hours at UNCG prior to 1989, are required to take two Writing Intensive courses, at least one of which must be in the department or program of their primary major. Students who transfer as seniors, or who return having completed 90 or more hours at UNCG prior to 1989, must take one Writing Intensive course. NOTE: Writing Intensive courses may also meet General Education Core category, marker, or major requirements.

Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the Writing Intensive courses. Contact the Department of English for further information.

Summary of CAR

Humanities

Twelve semester hours required, distributed as follows:

Literature (GLT)	6^{AP}
Fine Arts (GFA)	3^{AP}
Philosophical/Religious/Ethical (GPR)	3

Historical Perspectives—Western Culture 6[AP]

(based on GHP list)

Six (6) semester hours required, including one course from each category:

Premodern (GPM) (3 s.h.)

CCI 201 Introduction to Classical Civilization: The Greeks
CCI 202 Introduction to Classical Civilization: The Romans
CCI 211 Introduction to Classical Archaeology (Greece)
CCI 212 Introduction to Classical Archaeology (Rome)
CCI 220 The Ancient World
CCI 307 Roman Myth and Legend
FMS 150 Freshman Seminar in Historical Perspectives: Premodern
FMS 151 Freshman Seminar in Historical Perspectives: Premodern—Global Perspectives
FMS 152 Freshman Seminar in Historical Perspectives: Premodern—Global Non-Western Perspectives
HIS 203 History of Africa to 1870
HIS 215 The Civilizations of Asia
HIS 220 The Ancient World
HIS 221 Medieval Legacy
HIS 222 Europe 1400–1789
HIS 251 The History of Western Science: A Survey
HIS 369 History of Spain
HIS 373 English History to 1660
HSS 201 Seminar in Historical Perspectives: Premodern
MUS 331 History of Western Music I
PHI 251 History of Ancient Philosophy
RCO 108 Residential College Core Course: The American Experience
RCO 240–244 Residential College Seminars in Historical Perspectives of Western Culture—Premodern
REL 202 Hebrew Scriptures
REL 204 New Testament and the Origins of Christianity
REL 210 Christianity to the Reformation
WCV 101 Western Civilization

Modern (GMO) (3 s.h.)

AFS 201 Introduction to African American Studies
CRS 372 Survey of Historic Costume
FMS 160 Freshman Seminar in Historical Perspectives: Modern
FMS 161 Freshman Seminar in Historical Perspectives: Modern—Global Perspectives
FMS 162 Freshman Seminar in Historical Perspectives: Modern—Global Non-Western Perspectives
HIS 204 History of Africa since 1870
HIS 211 The United States: A General Survey to 1865
HIS 212 The United States: A General Survey since 1865
HIS 216 The Civilizations of Asia
HIS 217 The World in the Twentieth Century: 1900–1945
HIS 218 The World in the Twentieth Century: 1945–1999
HIS 223 Modern Europe
HIS 239 Latin America: Colonial Period
HIS 240 Latin America: National Period
HIS 252 The History of Western Science: A Survey
HIS 301 Race and Slavery
HIS 302 Race and Segregation
HIS 311 Darwin and the Theory of Evolution
HIS 327 American Cultural History
HIS 335 The American Colonial Period, 1607–1763
HIS 336 The Age of the Democratic Revolution
HIS 360 The Structure of Scientific Change: Topics in the History of Science
HIS 371 Europe since World War I
HIS 374 English History since 1660
HIS 381 The Near and Middle East
HSS 202 Seminar in Historical Perspectives: Modern
MUS 334 History of Western Music IV
PHI 252 History of Modern Philosophy
RCO 109, 208–209 Residential College Core Course: The American Experience
RCO 245–249 Residential College Seminars in Historical Perspectives of Western Culture—Modern
REL 131 Religion in America
REL 212 Christianity from the Reformation to the Present
REL 215 Judaism
REL 229 Introduction to African American Religions
WCV 102 Western Civilization
WGS 333 Women in Non-Western Cultures

Natural Science (GPS and GLS) 9–10[AP]

(based on GNS list)

Nine (9) to ten semester hours required including one laboratory course, and at least one course from each category:

Physical Science (GPS) (3–7 s.h.)

AST 203 Conceptual Astronomy
AST 209 Astronomy: The Solar System
AST 235 Astronomy: The Universe
CHE 103 General Descriptive Chemistry I
CHE 104 General Descriptive Chemistry II
CHE 106 Introductory Chemistry
CHE 110 Introductory Chemistry Laboratory
CHE 111 General Chemistry I
CHE 112 General Chemistry I Laboratory
CHE 114 General Chemistry II
CHE 115 General Chemistry II Laboratory
FMS 183 Freshman Seminar in Physical Science
FMS 183L Freshman Seminar in Physical Science Laboratory
GEO 103 Introduction to Earth Science
GEO 106 Geosystems Science
GEO 106L Geosystems Science Laboratory
GEO 111 Physical Geology
GEO 111L Physical Geology Laboratory
GEO 121 Introduction to Geographic Information Science
GEO 311 Weather and Climate
GEO 311L Climatology Laboratory
GEO 314 Physical Geography: Landscape Processes
GEO 314L Physical Geography Laboratory
HSS 203 Seminar in the Physical Sciences
PHY 205 Conceptual Physics
PHY 205L Conceptual Physics Laboratory
PHY 211 General Physics I
PHY 211A General Physics I
PHY 212 General Physics II
PHY 212A General Physics II
PHY 291 General Physics I with Calculus
PHY 292 General Physics II with Calculus
RCO 255–259 Residential College Seminars in Natural Science*

Life Science (GLS) (3–7 s.h.)

ATY 253 Introduction to Physical Anthropology
BIO 105 Major Concepts of Biology
BIO 105L Major Concepts of Bio Laboratory
BIO 111 Principles of Biology I
BIO 112 Principles of Biology II
FMS 184 Freshman Seminar in Life Science
FMS 184L Freshman Seminar in Life Science Laboratory
HSS 204 Seminar in the Life Sciences
NTR 213 Nutrition Facts and Fantasies
PSY 230 Biological Psychology
RCO 250–254 Residential College Seminars in Natural Science*

**RCO 250–259 may carry either GPS or GLS credit; see advisor or semester* Schedule of Courses.

Social and Behavioral Sciences (GSB) 9[AP]

Nine (9) semester hours required, with courses from at least two different academic departments

Foreign Language (GFL) 0–12 or proficiency[AP]

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing course work through course number 204** in:

French, German*, Greek, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

[AP]*Indicates that AP credit is available in these categories; see p. 18 for AP course information.*

**In German, proficiency may also be demonstrated by completing GER 311.*

***Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six (6) hours of foreign language study at the intermediate (203–204) college level.*

Non-native speakers of English are exempted from the College foreign language requirement.

Writing Intensive (WI) 12

Students must complete a total of four WI courses, with at least one at the 200 level or below, at least one at the 300 level or above, and one in the major. See semester *Schedule of Courses* for complete listing of Writing Intensive courses.

All students in the College must fulfill the foregoing College Additional Requirements (CAR). A course in the major may be used to satisfy College requirements.

Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

General Education/CAR Credit through Study Abroad

In addition to the previously listed General Education courses, students may receive General Education Core and Marker Credit and College Additional Credit (CAR) for courses taken in three overseas programs offered by the University's International Programs Center. For information about these courses, contact the International Programs Center, 127 McIver Street, UNCG, 336/334-5404.

Fall Semester in Estonia
- Political System and Administration (GSB)
- Estonian History (GHP)
- Estonian Literature in Translation (GLT-GN)
- Estonian Culture (GFA)
- Ecology and Nature in Estonia (GNS)
- Economy (GSB)

Fall Semester in Finland
- Cultures and Societies of Scandinavia (GSB)
- Indigenous Cultures of the Polar Region (GN)
- Arts of Scandinavia (GFA)
- Finnish and Scandinavian Literature in Translation (GLT-GN)
- Nordic Nature and Environment (GNS)

Spring Semester in Poland
- Arts in Contemporary Poland (GFA)
- Culture and Society in Contemporary Poland (GSB)
- Evolution of Political Systems in Eastern Europe (GSB)
- History of Poland (GHP)
- Transition of Central European Countries to Market Economies (GSB)
- Polish Literature in Translation (GLT-GN)

Major Requirements

Major requirements are described for each program listed. A course cross-listed in the major department must be taken within the major and counts toward the total semester hours in the major.

Minor Requirements

Most departments and interdepartmental programs of the College offer a minor program which may be taken in conjunction with a major. A minor usually requires 15 to 21 semester hours in a department. No more than 8 of the hours in department courses may be taken at the 100 level and at least 9 hours must be taken in residence at UNCG.

Second Majors

A student may take a second major in conjunction with the first major. This program requires a minimum of 27 semester hours in each of two approved majors. All requirements of each major must be met; hours from the second major can be applied toward General Education requirements. A student with a first major outside the College who chooses a second major in one of the College departments is required to complete all of the departmental requirements for the second major but need not satisfy the Additional College General Education requirements (CAR). In the case of transfer students, at least 15 hours in each major must be taken at UNCG. Students wishing to complete a second major should contact the Office of the Director of Student Academic Services so that an advisor can be appointed in each major.

Career Skills Packages for Majors in the College of Arts and Sciences

Career Skills Packages are designed to be paired with a major in the College of Arts and Sciences, and thus are designed for students seeking their baccalaureate degrees. Their purposes are to expand opportunities for majors in the liberal arts and sciences to pursue course work in professional areas, thereby giving these students advantages in employment following graduation and a higher level of confidence in pursuing a major in the College from the outset.

Career Skills Packages consist of approximately 12–18 hour interdisciplinary curricular packages. In addition, an internship, preferably in an area related to the student's major, will be completed in the senior year. Most courses taken as part of the Career Skills Packages are above the 100 level. Students working on "skills packages" will be assigned a certificate advisor as well as a major advisor. Completion of a skills package in an approved area will be recorded on the student's official transcript.

The College currently offers Career Skills Packages in the following areas:

- Computer Programming
- Business

Students who are interested in learning more about Career Skills Packages are asked to contact the College of Arts and Sciences Advising Center (CASA) at 336/334-4361.

Career Skills Package in Computer Programming

Required: 13–16 semester hours

AOS Code: U910

This Career Skills Package prepares students for entry-level positions in computer programming. It requires 13–16 semester hours of courses and completion of an internship. If CSC 261 and MAT 353 are also taken, the program will prepare students to enter the M.S. in Computer Science program. This program is designed for current undergraduate students majoring in fields other than computer science. The program may be completed through day or evening classes.

Requirements

- MAT 150 (meets the GMT requirement) and MAT 253
- Students with no previous programming experience: CSC 130, 230 or 231, and 330
- Students with experience in programming equivalent to a one-semester course in a high-level programming language: CSC 231 and 330
- One of CSC 261, 339 or 340
- Completion of an internship, with emphasis on computer programming, to be selected from: ATY 499, BIO 497, BCN 494, CHE 490, CCI 450, CST 412, ENG 401 or 402, ENV 399, GEO 495, PSC 399, SOC 499. Another internship can be substituted with permission of advisor. Department requirements for internships must also be met.

Career Skills Package in Business

Required: 15 semester hours

AOS Code: U911

This Career Skills Package prepares students majoring in the College of Arts and Sciences with a background in fundamentals of accounting or economics as well as a basic set of business skills in the areas of communication, technology, and management.

Requirements

- One of ACC 201, ECO 101, or ECO 201
- ISM 110 or CSC 130
- CST 341 or MGT 309
- One of MGT 200, 312, 330, 354/SOC 354
- One additional 3-hour course in ECO, ACC, or MGT chosen in consultation with advisor
- Completion of an internship to be selected from: ATY 499, BIO 497, BCN 494, CHE 490, CCI 450, CST 412, ENG 401 or 402, ENV 399, GEO 495, PSC 399, SOC 499. Another internship can be substituted with permission of advisor. Department requirements for internships must also be met.

Professional Certificates in the College of Arts and Sciences

Professional certificates in the College of Arts and Sciences are designed for students who have already earned their baccalaureate degrees but who wish to expand their employment opportunities or acquire additional professional expertise. Professional certificates consist of approximately a 12–18 hour package of interdisciplinary course work that consists chiefly of introductory, foundational courses combined with some upper division courses.

The College currently offers Professional Certificates in the following areas:

- Computer Programming (see Mathematical Sciences)
- Nonprofit Management (see *The Graduate School Bulletin*, Department of Political Science)
- Women's and Gender Studies (see *The Graduate School Bulletin*, Women's and Gender Studies)
- Museum Studies and Historic Preservation (see *The Graduate School Bulletin*, Department of History)

Students who are interested in learning more about Professional Certificates are asked to contact the departments listed above.

Special Academic Programs in CAS (also see alphabetical program listings)

African American Studies
Archaeology
Freshman Seminars
Environmental Studies
Humanities
International Studies
Linguistics
Medical Technology
Preprofessional Programs
Women's and Gender Studies

Student-Designed Interdisciplinary Major (SDIM)

The Student-Designed Interdisciplinary Major (SDIM) is an option available to students whose academic goals are not adequately served by any major, or combination of majors, second majors, and minors, available in the College of Arts and Sciences or in one of the professional schools.

Students selecting the SDIM option must satisfy all College Liberal Education Requirements and meet all University academic regulations. The option may not be used as a way of circumventing the requirements of an established major, and SDIM Plans (see below) that constitute only minor changes to an existing major will not be approved. An SDIM Plan must represent a coherent academic program of study, not simply a collection of courses assembled to enable a student to obtain a degree.

The procedure for requesting approval of an SDIM is as follows:

1. A faculty member in the College must agree to serve as the student's advisor, to take responsibility for helping the student design a plan of study and for monitoring the student's progress. A student who wishes to pursue a SDIM, but is unsure which faculty to ask to serve as his or her advisor, should consult initially with the Associate Dean of the College, Room 100, Foust Building.
2. The student and the advisor devise a Plan of Study for the major. The Plan consists of:
   (1) A brief paragraph describing the aims and intentions of the proposed major, and explaining why no existing major or combination of majors, second majors, or minors can be used to pursue those aims;

(2) A list of courses (minimum of 27 credits) that will constitute the major;
(3) Either a list of courses or a narrative paragraph explaining how the student will satisfy (or has satisfied) the College's Liberal Education, foreign language, and writing-intensive requirements.

The student's advisor should ensure that courses included in the Plan are in fact offered with reasonable frequency; not all courses listed in the *Bulletin* will be available with sufficient frequency to ensure timely graduation.

3. The Plan is initially submitted to the Associate Dean of the College for review. The Associate Dean will ensure that the Plan meets all the requirements noted above and will send copies of the approved Plan to the student, the major advisor, and the Office of Student Academic Services.
4. A student planning to graduate with a SDIM should submit the Plan of Study for review as soon as possible, but in any case prior to registering for the last 45 credit hours needed for graduation.
5. Any changes to the Plan after it has been submitted must be approved by the Associate Dean, who will forward the modified Plan to the Office of Student Academic Services. Generally, modifications will only be approved because some of the approved courses have become unavailable or because a new course appears to be better suited to the Plan than one that was originally included.

The College of Arts and Sciences Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
African American Studies	B.A.	African Amer Studies	122	◆ African American Studies—U803
Anthropology	B.A.	Anthropology	122	◆ Anthropology—U101 ◆ Anthropology—U102 (Social Studies lic)
Art	B.A.	Art	122	◆ Art History/Museum Studies—U104 ◆ Studio Art—U105
	B.F.A.	Art	128	◆ Design—U111 ◆ Painting—U113 ◆ Sculpture—U115
	B.F.A.	Art	128	◆ Art Education I—U107 (Spec Subj Area lic) ◆ Art Education II—U109 (Spec Subj Area lic)
Biology	B.A.	Biology	122	◆ Biology—U117 ◆ Biology—U119 (Secondary lic) ◆ Environmental Biology—U122
	B.S.	Biology	122	◆ Biology—U116 ◆ Biotechnology—U214 ◆ Environmental Biology—U118 ◆ Human Biology—U863
Broadcasting & Cinema	B.A.	Media Studies	122	◆ Film & TV Studies—U856 ◆ Film & Video Production—U857 ◆ News & Documentary—U858 ◆ Media Management—U835 ◆ Media Writing—U847
	—		18	• Film & TV Studies (minor only)—U859
	—		18	• Radio (minor only)—U848
Chemistry & Biochemistry	B.A.	Chemistry	122	◆ Chemistry—U121 ◆ Chemistry—U125 (Secondary lic)
	B.S.	Chemistry	122	◆ Biochemistry—U124 ◆ Chemistry—U123 ◆ Chemistry—U126 (Secondary lic) ◆ Chemistry Research—U168
	B.S.	Biochemistry	122	◆ Biochemistry—U860

The College of Arts and Sciences Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Classical Studies	B.A.	Classical Studies	122	◆ Classical Archaeology—U352 ◆ Classical Civilization—Greek Focus—U353 ◆ Classical Civilization—Latin Focus—U355 ◆ Greek Language & Literature—U356 ◆ Latin—U129 (Secondary lic) ◆ Latin Language & Literature—U358
	—		24	✶ Classical Studies (second conc only)—U130
	—		15	• Classical Studies (minor only)—U350
Communication	B.A.	Communication Studies	122	◆ Communication Studies—U137
English	B.A.	English	122	◆ English—U155 ◆ English—U157 (Secondary lic)
Geography	B.A.	Geography	122	◆ Earth Science/Environmental Studies—U167 ◆ Geography—U163 ◆ Geography—U169 (Social Studies lic) ◆ Urban Planning—U165
German & Russian	B.A.	German	122	◆ German—U171 ◆ German—U173 (Spec Subj Area lic)
	—	Russian	15	• Russian (minor only)—U160
History	B.A.	History	122	◆ History—U175 ◆ History—U177 (Social Studies lic)
Mathematical Sciences	B.S.	Computer Science	122	◆ Bioinformatics—U838 ◆ Computer Science—U180
	B.A.	Mathematics	122	◆ Mathematics—U179 ◆ Mathematics—U183 (Secondary lic)
	B.S.	Mathematics	122	◆ Applied Mathematics—U852 ◆ Applied Mathematics—U850 (Secondary lic) ◆ Bioinformatics—U839 ◆ Computer Science—U182 ◆ Computer Science—U854 (Secondary lic) ◆ Interdisciplinary—U178 ◆ Pure Mathematics—U853 ◆ Pure Mathematics—U851 (Secondary lic) ◆ Statistics—U184 ◆ Statistics—U855 (Secondary lic)
Philosophy	B.A.	Philosophy	122	◆ Philosophy—U189 ◆ Philosophy/Pre-law—U190
Physics & Astronomy	B.A.	Physics	122	◆ Physics—U191 ◆ Physics—U195 (Secondary lic)
	B.S.	Physics	122	◆ Physics—U193 ◆ Physics—U196 (Secondary lic)
Political Science	B.A.	Political Science	122	◆ Political Science—U197 ◆ Political Science—U199 (Social Studies lic)
Psychology	B.A.	Psychology	122	◆ Psychology—U215 ◆ Psychology—U217 (Social Studies lic)
Religious Studies	B.A.	Religious Studies	122	◆ Religious Studies—U219
Romance Languages	B.A.	French	122	◆ French—U159 ◆ French—U161 (Spec Subj Area lic)
	B.A.	Spanish	122	◆ Spanish—U227 ◆ Spanish—U229 (Spec Subj Area lic)

The College of Arts and Sciences Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Sociology	B.A.	Sociology	122	◆ Sociology—U221 ◆ Sociology—U223 (Social Studies lic) ◆ Criminology—U222 ◆ Social Problems in a Global Society—U224
Theatre	B.A.	Drama	122	◆ Drama—U880
	—		18	• Drama (minor)—U880
	—		18	• Technical Theatre (minor only)—U884
	B.F.A.	Drama	124	◆ Acting—U881
			124	◆ Design & Technical Theatre—U882
			124	◆ Technical Production—U885
			128	◆ Theatre Education—U883 (Spec Subj Area lic)

Special Degree Programs (sponsored by College of Arts & Sciences)

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Biology	B.S.	Bio/4+1 Med Tech	124	◆ Biology/Medical Tech—U186
Chemistry & Biochemistry	B.S.	Biochem/4+1 Med Tech	124	◆ Biochemistry/Medical Tech—U861
	B.S.	Chem/4+1 Med Tech	124	◆ Chemistry/Medical Tech—U188
Interdepartmental	B.S.M.T.	Medical Technology	124	◆ Medical Technology—U187
	B.A.	Special Programs in Liberal Studies	122	◆ Archaeology—U808
	—		18	• Environmental Studies (minor only)—U825
	B.A.		122	◆ Humanities—U820
	B.A.		122	International Studies, with the following options: ◆ Global Affairs & International Development—U809 ◆ Inter-Cultural Studies—U810
				Regional Studies with emphases in:
	—		18	• African Studies (minor only)—U818
	—		18	• Asian Studies (minor only)—U819
	—		27/18	• European Studies (second major/minor only)—U812
	B.A.			◆ Russian Studies—U802
	B.A.		122	◆ Applied Linguistics—U801 ◆ Linguistics—U806
	B.A.	Women's & Gender Studies	122	◆ Women's & Gender Studies—U871

Special Certificate Programs (sponsored by College of Arts & Sciences)

Dept	Degree	Certificate Program	Hours Req	Area of Study—AOS Code (Licensure)
Interdepartmental	—	Career Skills Package	15	◆ Business—U911
Mathematical Sciences	—	Career Skills Package	13–16	◆ Computer Programming—U910

Joseph M. Bryan School of Business and Economics

401 Bryan Building
www.uncg.edu/bae

James K. Weeks, Professor and Dean of the School
Donald L. McCrickard, Associate Professor and Associate Dean
Pamela R. Cash, Assistant Dean

Mission Statement

The mission of the Bryan School is to prepare students to perform successfully as business professionals in the global economy and to enhance the practice of managed organizations through high quality teaching, research, and professional service.

The Bryan School of Business and Economics is organized into four academic departments, each of which offers a program leading to the Bachelor of Science degree. The Department of Economics also offers a liberal-arts-oriented program leading to the Bachelor of Arts degree.

Departments

Accounting
Business Administration
Economics
Information Systems and Operations Management

The School's **Office of Undergraduate Student Services** provides academic advising which supplements and complements faculty advising. The Director, with a professional staff, coordinates orientation and registration for the School, and administers admission and retention of majors in the School.

The Office also coordinates the School's **Internship Program** that integrates academic study with career-related work for eligible students majoring in the Bryan School. A variety of internship plans are available to meet students' needs. Additionally, the Office houses the Bryan School location of the University's Career Services Center, which is dedicated to working with business majors on career development and placement needs.

In addition, the School supports one professional center and two professional offices. **The Center for Global Business Education and Research** promotes international business competency and literacy among students, fosters and disseminates research on global business issues, and creates outreach programs for the Triad business community. **The Office of Professional Development Programs** designs and provides the Program for Management Development and a variety of other high value management development programs and custom services designed to meet the specific needs of clients. **The Office of Business and Economic Research** conducts sponsored research of regional, national, and international interest.

Accreditation

Undergraduate and graduate programs offered by the Bryan School of Business and Economics are accredited by AACSB International, The Association to Advance Collegiate Schools of Business.

Scope

Programs within the Bryan School of Business and Economics prepare students for careers in business, teaching, and government, or for graduate study. These programs combine the essentials of a professional education and the breadth of general education. A minimum of 50 percent of the degree program requirements must be taken in general education and liberal arts studies outside the School. In a 122-semester-hour degree program, at least 61 semester hours must be taken outside the Bryan School of Business and Economics. In addition, at least 50 percent of the business credit hours required for the degree must be earned at UNCG.

The essential components of a professional education in business and economics (Bachelor of Science degrees) include a common body of knowledge for breadth and opportunities for advanced work for depth in the various business and economics disciplines. The common body of knowledge requirements for Bachelor of Science majors within the Bryan School of Business and Economics include ACC 201 or 218, 202; ECO 201, 202, 250, 300; FIN 315; ISM 110, 280; MGT 301, 309, 312, 330, 491; MKT 320; and SCM 302.

Noncredit courses, workshops, and special lectures and seminars by distinguished persons of national prominence promote continuing education for a diverse public.

Collaboration with North Carolina Agricultural and Technical State University (located in Greensboro) permits UNCG students to take courses not offered on the home campus—for example, Agricultural Economics or Agribusiness.

Enrollment in Bryan School Courses

Enrollment in Bryan School courses requires a minimum cumulative GPA of 2.0 on UNCG course work, regardless of the student's major or minor. This includes all courses offered under the following prefixes: ACC, BUS, ECO, FIN, ISM, MKT, MGT, and SCM. Courses numbered 300 and above may have additional enrollment restrictions that are outlined in the course description for each course.

Requirements for Majoring or Minoring in Bryan School Programs

Students pursuing a major or minor in the Bryan School of Business and Economics must have a grade point average no less than a 2.0 on UNCG course work. Majors in International Business Studies and Accounting and Information Systems must have a 2.50 on UNCG course work. Requests to major in one of the Bryan School's programs can be made in the Office of Undergraduate Student Services, 232 Bryan Building. After being accepted as majors in the Bryan School, students must then work toward admission to a specific program of study.

Criteria for Admission to Programs of Study in the Bryan School of Business and Economics

The following are *minimum* requirements for programs of study in the Bryan School. Individual programs may have additional requirements.

Pre-Admission Courses

B.S. programs:

ACC 201 or 218, 202; CST 105; ECO 201, 202, 250; ENG 101, 102; ISM 110, 280; and MAT 120 or 191

Economics B.A. program:

ECO 201, 202, 250; ISM 110; and MAT 120 or 191

Business Minor program:

ACC 201, 202, or 218, ECO 101 or 201, and ISM 110

Students should plan to complete the pre-admission courses by the end of the sophomore year, or as soon as possible thereafter.

Application for Admission

Students should apply for admission to the School and to a major during the semester in which they are completing pre-admission courses. Those completing the courses during a fall semester should apply by October 1. Those completing the courses during a spring semester or during the summer, should apply by March 1. Applications are available in the Undergraduate Student Services Office, 232 Bryan Building.

Admission to a program of study may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.

Criteria for Continuing in the Bryan School of Business and Economics

Students who have been admitted to the Bryan School of Business and Economics must be in good academic standing at UNCG, must maintain at least the GPA required for program admission, and must meet the continuation requirements of their programs of study.

Foreign Language Requirements

Foreign language through the first level of intermediate proficiency (through the 203 level) is required. The typical sequence of UNCG courses for foreign language is 101, 102, and 203. Students may be exempted from the beginning levels through a placement test. Students studying abroad may fulfill the foreign language requirement by taking any foreign language course in the host-country language, at any level.

International Business Studies majors are required to take additional foreign language courses and should work closely with their advisor in selecting the appropriate sequence.

Non-native speakers of English are exempted from this requirement.

Transfers

Since most of the courses in the major are taken during the junior and senior years, transfer students often complete their programs without extending their total stay beyond the usual four years. As a general guide, courses taught mainly to freshmen and sophomores here will usually, but not always, be accepted in transfer from accredited two-year colleges. Courses numbered 300 and above generally will not be accepted in transfer credit from two-year institutions. In order to allow timely completion of the pre-admission courses, transfer students are encouraged to complete MAT 120 or 191, Calculus, prior to transferring.

Second Baccalaureate Degrees

Students pursuing a second bachelor's degree must meet all requirements within the Bryan School. A minimum of 50% of the Bryan School and departmental requirements must be completed at UNCG. The Bryan School cannot, at this time, accommodate persons who seek only to complete a series of courses in one field (such as Accounting or Information Systems).

Suggested Academic Workload Guidelines

The faculty of the Bryan School of Business and Economics recognizes that many Bryan School students hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study, research, and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty of the Bryan School have endorsed the following recommendations:

1. In general, students should plan to devote between 2–3 semester hours outside of class for each hour in class. Thus, students with a 15-hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5–10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities, and course work requirements.
3. Students should take into consideration that many business courses require group work and plan accordingly.

Scholarships and Fellowships

Procedures and requirements for applying for undergraduate scholarships are described in chapter 3, Expenses, Payments, Refunds, and Financial Aid.

Business Minor

AOS Code: U398

Required: minimum of 21 semester hours

The Business Minor, consisting of 21 semester hours, is available for majors outside the Bryan School of Business and Economics who are in good standing in the University. The minor complements a variety of professional and arts and sciences fields. To earn a Business Minor, a student must meet the following requirements in the order listed:

1. Complete ACC 201, 202, or 218, ECO 101 or 201, and ISM 110 with a GPA of 2.0 or better.
2. Apply for admission to the minor program in the Bryan School Student Services Office, Room 232, Bryan Building. A minimum cumulative GPA of 2.0 is required.
3. Consult with an advisor in the Undergraduate Student Services Office to select 12 s.h. of electives.

A cumulative GPA of 2.0 or better must be achieved in the 21 hours applied toward the minor.

Admission to the minor may be denied in cases where additional enrollments would threaten the academic quality of classes or programs.

Information Technology Minor

Required: minimum of 15 semester hours

AOS Code: U318

The Information Technology minor is available to any UNCG student (other than ISOM majors) who is in good standing in the University. The minor complements a variety of professional and arts and sciences fields. It focuses on various IT tools and applications and the use of these technologies to improve decision-making in a variety of professional environments.

Requirements

1. Admission to the minor. See Undergraduate Student Services, 232 Bryan.
2. Minimum GPA of 2.0
3. ISM 110 or equivalent and ISM 210, three additional courses from ISM 206, 280, 324, and SCM 304, for a total of 15 s.h., nine (9) s.h. of which must be successfully completed at UNCG

Honors Program

The Bryan School supports and encourages students to participate in the University Honors Program. Details regarding participation in the program are included in each departmental section.

Additional Information

Additional information regarding academic planning, course sequencing, and course requirements can be found at www.uncg.edu/bae.

Joseph M. Bryan School of Business and Economics Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Accounting	B.S.	Accounting	122	◆ Accounting—U301
Business Administration	B.S.	Business Administration	122	◆ Human Resources—U326 ◆ Marketing—U327 ◆ Entrepreneurship/Small Business—U337 ◆ Business Studies—U331
	B.S.	Finance	122	◆ Finance—U360
Economics	B.A.	Economics	122	◆ Economics—U305 ◆ Economics—U309 (Social Studies lic)
	B.S.	Economics	122	◆ Business & Public Policy—U333 ◆ Applied Economic Analysis—U334 ◆ Global Economic Policy—U335 ◆ Economic Studies—U336 ◆ Financial Economics—U329 ◆ Economics—U311 (Social Studies lic)
Information Systems & Operations Management	B.S.	Information Systems & Operations Mgt	122	◆ Information Systems—U313 ◆ Supply Chain Management—U339
	—		15	• Information Technology (minor)—U318
Interdepartmental (Accounting/Information Systems & Operations Mgt)	B.S.	Accounting & Information Systems	125	◆ Accounting & Information Systems—U302
Interdepartmental	B.S.	International Business	122	◆ International Business—U830
	—	Business	21	• Business (minor)—U398

School of Education

329 Curry Building

Dale H. Schunk, Professor and Dean of School
Betty Epanchin, Professor and Associate Dean for Teacher Education
Ada Vallecorsa, Professor and Associate Dean for Operations

The School of Education comprises six departments and the Collegium for the Advancement of Schools, Schooling, and Education. Within the Collegium are three centers, a consortium and various externally funded projects.

Departments

Counseling and Educational Development (CED)
Curriculum and Instruction (CUI)
Educational Leadership and Cultural Foundations (ELC)
Educational Research Methodology (ERM)
Library and Information Studies (LIS)
Specialized Education Services (SES)

The Collegium

Center for Educational Research and Evaluation
Center for Educational Studies and Development
Center for School Accountability, Staff Development, and Teacher Quality
Piedmont Triad Education Consortium

All of these departments are engaged in graduate programs leading to master's, specialist's, and/or doctoral degrees. The Department of Curriculum and Instruction and the Department of Specialized Education Services offer undergraduate degrees as well; their Bachelor of Science programs prepare students for Class "A" licensure in North Carolina. Undergraduate majors are available in Elementary and Middle Grades Education, Education of Deaf Children, and Special Education.

The School of Education also supports programs in teacher education conducted under the auspices of other schools (Music; Health and Human Performance; Human Environmental Sciences) and departments within the College of Arts and Sciences by responding to course requirements in the areas of social, philosophical, and psychological foundations, methodology, and curriculum and student teaching. Recent emphases in competency-based curricula and individualized programming contribute to new designs of teacher education programs.

All licensure programs for school personnel are approved by the North Carolina State Department of Public Instruction and accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education.

The School of Education continues to seek realization of its goals as a professional school to create and disseminate new knowledge in professional education, to engage in field services and apply research findings, to prepare practitioners, and to study the profession. A general discussion of Teacher Education may be found in **Teacher Education Programs** in chapter 7.

Departments of the School of Education are listed below with their respective faculties. Students seeking further information on graduate-level programs are referred to *The Graduate School Bulletin.*

School of Education Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Curriculum & Instruction	B.S.	Elementary Education	122	◆ Elementary Educ—U251 (K–6 lic)
	B.S.	Middle Grades Educ	122	◆ Middle Grades Educ—U254 (6–9 lic)
Curriculum & Instruction and Specialized Education Services	B.S.	Elementary Education & Special Education Dual Major	127	◆ Elementary Education & Special Education
Specialized Education Services	B.S.	Education of Deaf Children	125	◆ Auditory/Oral/B–K Licensure—U261 (B–K lic)
			122	◆ Community-Based Services—U260
			128	◆ Interpreter Training—U875
			128	◆ Teacher Preparation—U145 (K–12 lic)
	B.S.	Special Education	127	◆ Special Educ—U265 (K–12 lic)
Specialized Education Services and Curriculum & Instruction	B.S.	Elementary Education & Special Education Dual Major	127	◆ Elementary Education & Special Education

School of Health and Human Performance

401 Health and Human Performance Building

David H. Perrin, Professor and Dean of School
Robert Mayo, Professor and Associate Dean

In the School of Health and Human Performance, academic programs are offered through the Department of Communication Sciences and Disorders, the Department of Dance, the Department of Exercise and Sport Science, the Department of Public Health Education, the Department of Recreation, Tourism, and Hospitality Management including the Hospitality and Tourism Management Program. Each department offers varied courses for all University students and programs of study leading to undergraduate majors and minors in their respective areas. Graduate degrees in Dance, Communication Sciences and Disorders, Public Health Education, Recreation, Tourism, and Hospitality Management, and Exercise and Sport Science are also offered. The School's programs are designed to meet specialized interests of students and also the requirements of state and national accrediting agencies and professional associations.

The **Department of Communication Sciences and Disorders** provides opportunities for the study of normal speech, language, and hearing and the associated disorders, leading to the Bachelor of Science degree in Speech Pathology and Audiology. The courses offered in this program are pre-professional and prepare the student for further study at the graduate level. Faculty and students in Communication Sciences and Disorders provide services to the University Speech and Hearing Center, and engage in cooperative work with area schools, hospitals, and other human service agencies. In addition, the faculty and students in Communication Sciences and Disorders are actively involved in research.

In the **Department of Dance**, the Bachelor of Fine Arts degree provides a Dance major with an emphasis in choreography and performance. The Bachelor of Science degree, with a major in Dance Education, is designed to lead to North Carolina licensure for teaching in public schools. The Bachelor of Arts degree in Dance offers concentrations in a variety of areas; it is especially appropriate for students who wish to double major. A Concentration in Community Dance for individuals who wish to work as dance artists with underserved populations is available to students in any of the Department's majors. A Dance minor and master's degree are also available.

The **Department of Exercise and Sport Science** offers the major in Exercise and Sport Science leading to the Bachelor of Science degree. Within Exercise Science and Sport Studies, students may select concentrations in Fitness Leadership or Sports Medicine. The ESS Pedagogy concentration prepares students for teaching in grades K–12 (licensure track) or in Community Youth Sport Development (non-licensure track). The Exercise Science and Sport Studies Major prepares students for careers in preventive and rehabilitative exercise and fitness, and may be tailored to meet the needs and interests of students planning graduate study in athletic training, medicine, occupational therapy, or physical therapy. This department also offers graduate studies leading to the master's degree and doctoral degrees.

The **Department of Public Health Education** offers the Public Health major, leading to the Bachelor of Science degree. Within the Public Health major, students may select a concentration in Community Health Education or Health Studies. The Community Health Education concentration is a professional program preparing graduates to become Health Educators. The requirements of the Community Health Education concentration meet the professional standards of the field of Health Education allowing graduating students to sit for the Certified Health Education Specialist (CHES) national credentialing exam. A Health Studies concentration is available for those looking for a pre-professional or non-professional degree option. A Health Studies minor is also available. The department also offers graduate studies leading to a Masters of Public Health degree (M.P.H.) in community health education. As a complement to the academic enterprise of the department, faculty, and students within Public Health Education are also actively involved in local and national research.

In the **Department of Recreation, Tourism, and Hospitality Management** a student majoring in Recreation and Parks Management may choose from three areas of concentration: Leisure Services Management, Therapeutic Recreation, or Commercial Recreation. These concentrations lead to the Bachelor of Science degree. A Recreation and Parks Management minor and a minor in Travel, Tourism, and Commercial Recreation, in addition to a Master of Science (M.S.) degree, are also available. The undergraduate program has been fully accredited by the NRPA/AALR Council on Accreditation since 1981.

The **Hospitality and Tourism Management Program** offers a Bachelor of Arts degree in Hospitality and Tourism Management with two concentrations: Hotel and Restaurant Management and Travel and Tourism Management. The Bachelor of Arts degree balances business, hospitality, and tourism classes with work in the field through student internships. Students are able to gain valuable industry experience and develop a professional industry network over the course of this degree program. Opportunities for international study are also available.

Further details about specific major programs can be found in the alphabetical Department listings on the following page. Graduate degree programs and graduate-level courses are described in *The Graduate School Bulletin*.

HHP COURSE (HHP)

The School of Health and Human Performance has developed a course that aims to provide experiences to students in relating to others who are significantly different from themselves, and to provide an increased sensitivity and understanding of these differences. This course is designed especially for freshmen and sophomores in the School of Health and Human Performance but is open to all undergraduates.

Course for Undergraduates

110 Bridging Differences through Community Relationships: Health and Human Performance (1)

- *Open to all undergraduates*
- *Grade: Pass/Not Pass (P/NP)*

Expanding experience of race, gender, ethnicity, social class, and/or other identities through developing relationships in community settings related to health and human performance.

School of Health and Human Performance Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Communication Sciences & Disorders	B.S.	Speech Pathology & Audiology	122	◆ Speech Pathology & Audiology-—U143
Dance	B.A.	Dance	122	◆ Dance Studies—U435
	B.F.A.	Dance	128	◆ Dance B.F.A.—U431
	B.S.	Dance Education	128	◆ Dance Education—U403 (Spec Subj Area lic)
	—	any Dance major	18	◆ Community Dance (concentration only)—U428
	—	Dance	39–40	◆ Initial Dance Licensure (concentration only)—U440
Exercise & Sport Science	B.S.	Exercise & Sport Sci		Exercise Science & Sport Studies
			122	◆ Aquatic Instructor Leadership—U423
			122	◆ Aquatics for Therapy/Rehab—U424
			122	◆ Fitness Leadership—U412
			122	◆ Sports Medicine—U421
				Exercise Pedagogy
			125–128	◆ Physical Educ Teacher Educ—U409 (Spec Subj Area lic)
			124	◆ Community Youth Sport Development—U422
Public Health Education	B.S.	Health Education	124	◆ Community Health Educ—U407 ◆ Health Studies—U448
Recreation, Tourism, and Hospitality Management	B.S.	Recreation and Parks Management	122	◆ Leisure Services Management—U419 ◆ Therapeutic Recreation—U413 ◆ Commercial Recreation—U445
	—		15	• Recreation and Parks Management (minor only)—U418
	—		15	• Travel, Tourism, & Commercial Recreation (minor only)—U426
	B.A.	Hospitality and Tourism Management	122	◆ Hotel & Restaurant Management—U452 ◆ Travel & Tourism Management—U453

School of Human Environmental Sciences

235 Stone Building

Laura S. Sims, Professor and Dean
Garrett Lange, Professor and Interim Associate Dean
Marian E. Harrison, AP Associate Professor and Assistant Dean

Programs within the School of Human Environmental Sciences prepare students for careers in the field of applied human sciences. Our science-based teaching and research programs focus on humans in multiple environmental contexts.

Students receive a broad-based liberal education that includes University requirements and School requirements along with the courses required for their particular majors. Our programs are unique in their ability to utilize basic principles from many disciplines to solve human problems and to meet social needs.

The strong research efforts within the School serve to enhance and support highly challenging undergraduate programs. The five majors offered are:

Consumer, Apparel, & Retail Studies
Human Development & Family Studies
Interior Architecture
Nutrition
Social Work

Special facilities of the School of Human Environmental Sciences include three Child Care Education Centers, the Governor Morehead School for the Visually Impaired, the Historic Costume and Textile Collection, the Family Research Center, the North Carolina Agricultural Research Service, the Human Environmental Sciences Center for Research, Computer Aided Design laboratories in Interior Architecture and Apparel Product Design, the Apparel Production Management Center, the Harris Teeter, Inc. and The Dickson Foundation Cellular and Molecular Nutrition Research Laboratory, Center for Innovation in Interior Architecture, and the Center for New North Carolinians.

School of Human Environmental Sciences Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
Consumer, Apparel, & Retail Studies	B.S.	Consumer, Apparel, & Retail Studies	122	◆ Apparel Product Design—U538 ◆ Retailing & Consumer Studies—U539
Human Development & Family Studies	B.S.	Human Development & Family Studies	122	◆ Birth thru Kindergarten Tch Lic—U526 (B–K lic) ◆ Child & Adolescent Development in the Family—U508 ◆ Early Care & Education—U531 ◆ Family Studies—U530
	—		18	• Human Development & Family Studies (minor)—U514
Interior Architecture	B.S.	Interior Architecture	142	◆ Interior Architecture (5-year program)—U540
Nutrition	B.S.	Nutrition	122	◆ Nutrition Science—U550 ◆ Human Nutrition & Dietetics—U552 ◆ Nutrition & Wellness—U533
	—		18	• Nutrition (minor only)—U553
Social Work	B.S.W.	Social Work	122	◆ Social Work—U894 ◆ School Social Work—U895 (School Social Work lic)
	—		15	• Social Work (minor)

The International Honors College

205 Foust Building
336/334-5538
http://www.uncg.edu/hss

Dennis Patrick Leyden, Associate Professor and Director
Pamela L. McRae, Assistant Director
Laurie L. White, Assistant Director
Nancy Myers, Director Undergraduate Scholars Program

The International Honors College, a member of the National Collegiate Honors Council, provides able and motivated undergraduate students with an enhanced and supportive intellectual and social experience that acculturates them to the life of the mind and helps them to become critical, independent thinkers who are active in the design and pursuit of their own education, and prepared to lead successful and fulfilling professional, civic, and personal lives. Through special courses and research projects, a variety of co-curricular and extra-curricular activities, and the camaraderie of top students and faculty, the International Honors College provides students with opportunities and challenges that enhance their education at UNCG. Along the way, the International Honors College staff stands ready to provide guidance, support, and encouragement to help students craft a program of study that meets their individual needs and interests, and opens up new possibilities for the future.

Note: The International Honors College is currently revising the curriculum for its General-Education Honors Program for students admitted beginning in fall 2006; however, students admitted before fall 2006 will be able to complete the General-Education Honors Program as described under the Honors Programs entry in the Departments, Programs, and Courses chapter of this *Bulletin* (p. 208).

Admission to the International Honors College

Admission to the International Honors College is required to take Honors courses and to participate in many of the International Honors College's activities. Students who meet the following requirements may apply for admission to the International Honors College:

New Freshmen

New freshmen must meet one of the following criteria:

- Have at least a 3.80 weighted high school GPA, or
- Have at least a 1200 SAT score (or ACT composite score of 27 or higher), or
- Be a Merit Award Program finalist, or
- Be the recipient of a Deans' Scholars award, a Superintendents' Scholarship, or a Teaching Fellows Scholarship.

Transfer Students

Transfer students must have at least a 3.30 GPA from all former school(s).

Continuing UNCG Students

Continuing UNCG students must have at least a 3.30 GPA.

Eligible students may join the International Honors College by filling out an application form (available on the International Honors College Web site or in the International Honors College office). To remain active in Honors, students must maintain a 3.30 GPA.

Programs

The International Honors College is home to the General-Education Honors Program, the Disciplinary Honors Program, and the Full University Honors Program. **Students interested in pursuing any of these programs must consult with an International Honors College advisor before enrolling in Honors courses.**

The General-Education Honors Program is designed to complement and enrich the University's General-Education Program for students in any major, and must be completed by the end of the student's sophomore year. Students who complete the General-Education Honors Program engage in Honors study in a wide range of subjects in their freshman and sophomore years, thus providing themselves with a solid foundation for later studies. Courses taken in fulfilling the requirements for the General-Education Honors Program typically also fulfill the University's General Education Core requirements.

The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do original, sophisticated research under the supervision of a faculty member.

The Full University Honors Program provides students with a chance to engage in a comprehensive course of Honors study during their entire time at UNCG. Students who complete the Full University Honors Program engage in Honors study in a wide range of subjects in their freshman and sophomore years before turning to similar high level study in their majors, culminating in original, sophisticated research under the supervision of a faculty member.

Courses

Honors courses are taught by faculty members who are among the best at UNCG, who are deeply engaged with their disciplines, and who are dedicated to helping students achieve their greatest potential. Honors courses are typically small (20–22 students) and foster discussion, collaboration, and mutual discovery among students and faculty. Typically, Honors courses fulfill a variety of University and departmental requirements.

There are several types of Honors courses:

- Honors Seminars in which students explore interdisciplinary topics in greater breadth and/or depth than in typical courses while fulfilling General Education Core requirements;
- Honors sections of regular UNCG courses that allow students to explore other topics or continue to do Honors work in their major;
- Honors Tutorials and Honors Independent Study through which students either individually or in small groups work with a professor on a topic of mutual interest;

- the Senior Honors Project in which a student, under the guidance of a professor, produces a research project.
- Honors Contract courses that allow students to enhance a regular undergraduate course and receive Honors credit for that course.

The variety of Honors courses, and particularly the chance to customize one's curriculum through tutorials and independent studies, means that students have considerable control over their own education. Moreover, many of the advanced Honors courses, such as the Senior Honors Project, allow students to do original and sophisticated work, and are an excellent preparation for graduate school, professional training, and other post-graduation endeavors.

Honors Advising

The International Honors College staff offers top-rate group and individual advising to help students discover the best ways to take advantage of Honors at UNCG, and to make sure that students have the needed support and encouragement along the way to completing their degrees. A variety of informal information sessions and colloquia are also provided for students interested in talking about particular topics of interest such as study abroad, internships, or graduate school.

Extra-Curricular Activities and Student Involvement

The International Honors College sponsors a number of extracurricular events. Among these events are weekly coffees where students and faculty get together to discuss various issues, the annual Raft Debate, the annual Student Symposium, lectures and special performances, field trips, dinners with faculty, and community service projects.

Of special note is the Honors Student Advisory Board, that provides a student sounding board for the International Honors College and which is active in organizing and running various International Honors College events.

UNC in Washington Program

The International Honors College is the UNCG administrator for the UNC in Washington Program, a joint program of The University of North Carolina System's constituent institutions. The UNC in Washington Program is offered every fall, spring, and summer, and gives students from all academic disciplines a chance to engage in an internship and academic study while living in Washington, DC. Students earn twelve (12) hours of academic credit—six (6) hours for an internship, three (3) hours for a Washington Experience course, and three (3) hours for an independent study directed by a faculty member from their home institutions. Each of the participating institutions can send up to three (3) students who live together with a UNC System faculty member on Capitol Hill.

Interested students who have at least a 3.0 GPA and junior or senior status may apply for consideration by the selection committee. Membership in the International Honors College is not required to apply.

Honors Abroad

In collaboration with UNCG's Office of International Programs, the International Honors College offers a competitive Honors Abroad program for Honors students interested in an Honors enhanced study abroad experience. To participate, students apply to the International Honors College and must be accepted for study abroad by the Office of International Programs. Accepted students are given a grant to defray travel costs associated with studying abroad, and an all-expenses paid (except for food) week at a foreign location with a UNCG faculty member.

Students accepted into the Honors Abroad Program enroll in HSS 310, a three-credit Honors course, in addition to whatever courses are taken at the foreign university. The course requires that students meet with a UNCG faculty member before traveling abroad to discuss readings about their trip and the character of the country they are about to visit. Students and the UNCG faculty member then spend approximately a week exploring and taking in cultural activities abroad before students go to their foreign university for the semester. During their semester, students take classes, travel, and engage in a variety of writing assignments that allow them to reflect on their experience. Finally, students gather for a colloquium upon returning to UNCG the following semester.

Scholarships

The International Honors College administers the prestigious Undergraduate Scholars Program, a merit scholarship program (see the Merit Awards Program entry in the **Expenses, Payments, Refunds,** and **Financial Aid** chapter of this *Bulletin* for details). Membership in the International Honors College is not required to apply.

The International Honors College also offers the Lichtin Family Honors Scholarship, a competitive, merit award for a rising junior or senior Honors student who plans on continuing to participate in Honors.

For students interested in competing for nationally competitive scholarships and fellowships, many of which provide support for graduate study both in the US and abroad, the International Honors College provides in-depth advice and support. Students who wish to complete an application are given hands on coaching to assure that their application is of the highest quality. Among the scholarships and fellowships that students may compete for are the Fulbright, the Rhodes, the Marshall, the Goldwater, the Mellon, the Truman, and the Udall. Recent UNCG students have received awards for study in such diverse locations as Germany, Sri Lanka, and Mali.

Honors Awards

The International Honors College administers awards that recognize high achievement. At the Honors Convocation every spring, the Program bestows the Student Excellence Award, the University's highest undergraduate honor, on outstanding seniors. The Program also hosts an annual banquet to honor those students who have successfully completed one of the International Honors College's several programs.

School of Music

220 Music Building

John J. Deal, Professor and Dean of School
David L. Nelson, Professor and Associate Dean

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music degree in Performance is a professional music degree that prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study.

The Bachelor of Music degree in Music Education prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ) or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher licensure study.

The Bachelor of Music degree in Jazz Studies is a professional music degree that prepares students for future careers in jazz performance, composition/arranging, and pedagogy. It requires students to spend approximately two-thirds of their time in music study. The principal instruments are saxophone, trumpet, trombone, piano, guitar, bass, and percussion.

The Bachelor of Arts degree in Music is a liberal arts degree that provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; taped auditions are acceptable only if distance prohibits a personal audition. Composition majors should submit scores and/or recordings of completed compositions. Successful audition/composition submission results are valid for one calendar year.

Please see chapter 7 for complete School of Music requirements, programs, and courses.

School of Music Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
	B.A.	Music	122–123	◆ General Music—U602
	B.M.	Jazz Studies	122–123	◆ Jazz Performance—U618 *saxophone, trumpet, trombone, piano, guitar, bass, percussion*
	B.M.	Music Education	124–125	◆ Choral/General Music Educ—U626 (Spec Subj Area lic) ◆ Instrumental Music Educ—U629 (Spec Subj Area lic)
	B.M.	Performance	122–123	◆ Composition—U607 ◆ Instrument Performance—U619 *strings, brass, woodwinds, percussion* ◆ Keyboard Performance—U636
			124–125	◆ Voice Performance—U635

School of Nursing

112 Moore Building

Lynne G. Pearcey, Professor and Dean
Virginia B. Karb, Associate Professor and Associate Dean
Eileen M. Kohlenberg, Associate Professor and Associate Dean

Mission Statement

As an integral academic unit of The University of North Carolina at Greensboro, the School of Nursing is dedicated to teaching, research, and service that contribute to the maintenance and improvement of health for individuals, families, and communities. With a commitment to excellence, the School of Nursing provides mutually supportive undergraduate and graduate nursing programs.

Students are afforded opportunities at various stages of their lives to obtain an education that is firmly grounded in the liberal arts, congruent with standards for professional nursing practice, and preparatory for lifelong learning and professional development. The School of Nursing is dedicated to the primacy of teaching that is based in scholarship and to the advancement of knowledge through research. The intellectual resources of the School of Nursing are used to provide professional and public services to a global society.

As part of an urban university, the School of Nursing recognizes its responsibility to provide exemplary learning environments on campus, through distance education, and in underserved areas of North Carolina. The School of Nursing is committed to sustaining a community in which women and men of any racial or ethnic identity, age or background are motivated to develop their full potential and to achieve an informed appreciation of their own and different cultures.

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, humanities, and basic nursing. The majority of work in the junior and senior years is in nursing.

The School of Nursing also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice. The School, along with the Bryan School of Business and Economics, offers the M.S.N./M.B.A. The School of Nursing also offers the Ph.D. in Nursing to prepare nurses as scientists in academia and industry.

Accreditation

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing. It is accredited by the National League for Nursing Accrediting Commission (NLNAC). For information, contact the NLNAC at 61 Broadway, New York, NY 10006, 212/363-5555. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202/887-6791.

Philosophy

The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the discipline and profession of nursing, as well as nursing education. The conceptual framework and the goals of the undergraduate and graduate programs are built upon this philosophy.

Nursing is both a practice discipline and a profession. Comprising the discipline is a unique body of knowledge that is integral to nursing practice, nursing education, and nursing administration. The body of knowledge is continuously developed and refined as an outcome of scientific, historical, philosophical, and ethical inquiry and clinical evaluation. Nursing knowledge is generated about health through behaviors of persons across the life span. Clinical evaluation advances nursing knowledge through the testing and validation of interventions that are used in nursing practice, nursing education, and nursing administration. The metaparadigm concepts of person, environment, health, and nursing form the foundation upon which inquiry and the profession are based.

Professional nurses use knowledge developed by the discipline to promote optimal health in people and to achieve professional goals. Nursing is an essential component of the health care delivery system and includes the promotion of wellness, the detection of alterations in health, and the provision of care for those with illness, disease, or dysfunctions. Professional nursing is characterized by inquiry, caring, and practice. Nurses are professionally, ethically, and legally accountable for the care they provide, and their practice includes independent and interdependent functions.

Professional nursing education is built upon a foundation of liberal arts, humanities, and the sciences, and it provides opportunities for learners to attain competencies required to practice professional nursing. Mature learners identify the need to know and assume responsibility for their own learning. Effective teachers establish an inviting learning environment that promotes collaboration among themselves and their learners for achievement of educational goals. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as advanced practitioners in a speciality area.

Please see chapter 7 for complete details on School of Nursing admission, policies, requirements, programs, and courses.

School of Nursing Undergraduate Areas of Study

Dept	Degree	Major/Minor	Hours Req	Area of Study—AOS Code (Licensure)
	B.S.N.	Nursing	122	◆ Nursing—U701
			122	◆ Nursing/RN to B.S.N.—U702
			122	◆ Nursing/RN 2Plus Program—U710

7. Departments, Programs, & Courses

Department of Accounting

Bryan School of Business & Economics

418 Bryan Building
336/334-5647
www.uncg.edu/bae/acc

Faculty

C. Edward Arrington, Professor and Head of Department
Professor Collins
Associate Professors Harden, Iyer
Assistant Professors Lenard, Livingstone, Watkins
Lecturer Khanlarian

Mission Statement

The mission of the Department of Accounting of the Joseph M. Bryan School of Business and Economics is (1) to provide high quality programs of education for accounting majors at the undergraduate and graduate levels, (2) to provide high quality courses to support the undergraduate and graduate programs offered by the Bryan School and the University at large, (3) to simulate and support productive, high quality research, scholarship, and publication, (4) to provide service, largely through committee representation to the University, the Bryan School, the Department, the Academic Accounting Community and the Accounting profession, and (5) to foster faculty interaction with the external community that serves the needs of the external community.

The primary goal of the department is to provide programs of quality education in accounting at the undergraduate and graduate levels. The undergraduate program provides an excellent foundation for accounting careers in industry, government and other not-for-profit organizations; is sufficiently broad to qualify graduates for a wide range of entry-level, business-related positions; and prepares students for further graduate-level studies in areas such as accounting, law and business administration. The B.S. in Accounting is also offered as an evening program.

Accounting Major (ACCT)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U301

General Program Requirements

1. Formal admission to the Department of Accounting, including the following:
   a. Successful completion of ACC 202, 218; CST 105; ECO 201, 202, 250; ENG 101, 102; ISM 110, 280; and MAT 120* or 191
   b. Grades of C or better in ACC 202, 218, ECO 201, and ISM 280
   c. Cumulative GPA of at least 2.0
2. Grades of C or better in ACC 318, 319, and 325
3. 122 s.h.
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

**MAT 115 may be needed as a prerequisite for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
foreign language XXX 203B (e.g., SPA 203B) or equivalent	
Mathematics (GMT)	3
MAT 120 or 191	
Reasoning and Discourse (GRD)	6
ENG 101 (or FMS 115 or RCO 101), and ENG 102	
Social and Behavioral Sciences (GSB)	6
ECO 201 and 202	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. ACC 202, 218, 318, 319, 325, 330, 420, 440, 450
   (Transfer credit will be given for Accounting courses at the 300 level or above only by examination.)
2. BUS 105A**; CST 105*; ECO 201*, 202*, 250, 300*; ENG 102*; FIN 315; ISM 110, 280; MAT 120* or 191*; MGT 301*, 309*, 312, 330 or 331, 491; MKT 320; SCM 302
3. Nine (9) s.h. of a foreign language*; see p. 73 for requirement details.

**MAT 120 or 191 fulfills GMT; ENG 102 and CST 105 fulfill GRD; ECO 201 and 202 fulfill GSB; ECO 300, MGT 301, and foreign language fulfills 9–12 s.h. of GL/GN requirement; MGT 309 fulfills major WI and SI; CST 105 fulfills SI outside major.*

***BUS 105A is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.*

IV Electives

Electives sufficient to complete the 122 semester hours required for degree.

Accounting & Information Systems Major (ACIS)

Degree: Bachelor of Science

Required: 125 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U302

This major is offered jointly with the Department of Information Systems and Operations Management.

General Program Requirements

1. Formal admission to the Department of Accounting, including the following:
   a. Successful completion of ACC 202, 218; CST 105; ECO 201, 202, 250; ENG 101, 102; ISM 110, 280; and MAT 120* or 191
   b. Grades of C or better in ACC 202, 218, ECO 201, ISM 110 and 280
   c. Cumulative GPA of at least 2.50
2. Grades of C or better in ISM 210, 240, 301, 318 and ACC 318, 319, and 325
3. 125 s.h.
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG.

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
foreign language XXX 203B (e.g., SPA 203B) or equivalent	
Mathematics (GMT)	3
MAT 120 or 191	
Reasoning and Discourse (GRD)	6
ENG 101 (or FMS 115 or RCO 101), and ENG 102	
Social and Behavioral Sciences (GSB)	6
ECO 201 and 202	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. ACC 202, 218, 318, 319, 325, 330 or 440, 460; ISM 110, 210, 240, 280, 301, 318, 324 or 325
   (Transfer credit will be given for Accounting courses at the 300 level or above only by examination.)
2. BUS 105A**; CST 105*; ECO 201*, 202*, 250, 300*; ENG 101*, 102*; FIN 315; ISM 360; MAT 120* or 191*; MGT 301*, 309*, 312, 330 or 331, 491; MKT 320
3. Nine (9) s.h. of a foreign language*; see p. 73 for requirement details.

**MAT 120 or 191 fulfills GEC MT; ENG 101, and ENG 102 or CST 105 fulfill GEC RD; ECO 201 and 202 fulfill GEC SB; ECO 300, MGT 301, and foreign language fulfill 9–12 hours of GL/GN requirement; MGT 309 fulfills major WI and SI requirements; CST 105 fulfills SI requirement outside major*

***BUS 105A is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.*

IV Electives

Electives sufficient to complete 125 semester hours required for degree.

Honors in Accounting

Requirements

For Honors requirements, check with the departmental office and see Honors Programs on pp. 208–209.

Accelerated Master's Program for Accounting Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.S. in Accounting/M.S. in Accounting program requirements.

ACCOUNTING COURSES (ACC)

Enrollment in Accounting courses requires a minimum 2.0 GPA on UNCG course work, regardless of a student's major or minor.

Courses for Undergraduates

201 Financial Accounting (3:3)
Pr. MAT 115

Introduction to external financial statements of organizations, emphasizing the use of accounting information in making investment and other decisions. Addresses ethical considerations and role of financial reporting in society.

202 Managerial Accounting (3:3)
Pr. 201 or 218

Introduction to internal accounting and reporting of organizations, emphasizing the use of accounting information used by management and other decision makers within the organization.

203 Double-Entry Formal Accounting Systems (1:1)
Pr. grade of C or better in 201; GPA 2.0 or above

Essential aspects of accounting cycle, including journalizing and posting transactions, making necessary adjustments, preparing financial statements and closing the books.

218 Financial Statement Preparation and Disclosures (3:3)
Pr. MAT 115
- *Required entry course for all Accounting and Finance majors*

First financial accounting course for students desiring to pursue upper division accounting courses. Includes coverage of basic financial statement preparation, time value of money concepts, and techniques for accounting valuations.

318 Intermediate Accounting I (3:3)
Pr. grade of C or better in ACC 202, 218, and ECO 201

Focuses on the conceptual framework underlying financial reporting by business enterprises, the processes by which authoritative accounting guidelines are promulgated, and the preparation, presentation, interpretation, and use of financial statements.

319 Intermediate Accounting II (3:3)
Pr. admission to program or other approved program; grade of C or better in ACC 318

The second course in the two-course intermediate accounting sequence. Continues the examination of the preparation, presentation, interpretation, and use of financial statements.

325 Accounting Transaction Processing Systems (3:3)
Pr. admission to program or other approved program; grade of C or better in ACC 318

Designed to provide an understanding of a variety of accounting subsystems, systems analysis, and design issues reinforced through case studies.

330 Cost Accounting (3:3)
Pr. admission to program or other approved program; grade of C or better in ACC 318

Costs and cost accounting principles, costing systems, cost determination procedures; control and analytical practices for managerial decision-making.

350 Internship in Accounting (3:0:20)
Pr. grade of C or better in ACC 318; admission to the Accounting program; permission of internship coordinator

This course provides students with an opportunity to apply accounting knowledge in a business environment and to gain a better understanding of the accounting profession.

420 Federal Tax Concepts (3:3)
Pr. admission to program or other approved program; grade of C or better in ACC 318

Tax structure and tax principles. Accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems

440 Auditing Concepts (3:3)
Pr. grade of C or better in 319 and 325; admission to program or other approved program

Concepts underlying audit process, procedures used in external auditing, statistical application, preparation of audit programs, and reports. Use of audit software to conduct control risk assessment and substantive tests.

450 Accounting, Ethics, and International Business (3:3)
Pr. grade of C or better in 319, admission to Department or other professional program approved by Department

First half of course focuses on ethical import of accounting in modern organizations; second half of course focuses on accounting practices and regulations in different countries.

460 Capstone Experience in Systems Assurance (3:3)
Pr. admission to program or other approved program; grade of C or better in ACC 319, 325; ISM 240, 301, 318

Course represents the culmination of a student's experience in the Accounting and Information Systems major. Students will apply concepts and design an AIS to support a company's business processes.

493 Honors Work (3–6)
Pr. see Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

499 Independent Research in Accounting (1–3)
Pr. admission to program, senior standing, and permission of Department
- *May be repeated for credit with approval of department head.*

Individual study of an issue or problem(s) in accounting of particular interest to the student. Student must arrange time and course requirements with instructor prior to registration.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

African American Studies Program

College of Arts & Sciences
200 Foust Building
336/334-5507
www.uncg.edu/afs

COMMITTEE MEMBERS
Frank Woods, Director, African American Studies Program
Shelly L. Brown, Department of Sociology
Michael Cauthen, Lecturer, African American Studies Program
Steven Cureton, Department of Sociology
Audrey Daniel, Office of Multicultural Affairs
George Dimock, Department of Art
SallyAnn H. Ferguson, Department of English
William D. Hart, Department of Religious Studies
Thomas Jackson, Department of History
Van Jordan, Department of English
Colleen Kriger, Department of History
Deborah Pelli, Department of Biology

Mission Statement

The African American Studies Program is committed to sustaining an academic environment in which African American students and students of every race or ethnicity are motivated to develop to their full potential. Through interdisciplinary courses, the students can achieve an informed appreciation of the history and socioculture of persons of African descent, as well as the history and socioculture of others. Set in an urban institutional environment, the Program offers students an array of scholastic and experiential opportunities. The Program contributes to the social, aesthetic, and ethical development of its students and supports them as they pursue their academic goals. African American Studies nurtures intellectual curiosity, tolerance, and commitment to the ideals of social justice and equality, attributes prized by the University community and society at large.

African American Studies Major (AFST)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U803

The African American Studies major gives students an integrated and critical understanding of the experiences and contributions of peoples of African descent in the Americas. African American Studies also provides students with the opportunity to examine experiences of African Americans using theories and methods from a wide range of disciplines.

African American Studies students will be able to apply these theories and methods to better understand the social, political, and economic problems facing African Americans. They will also gain an enhanced recognition of the enduring strengths and heroic accomplishments that underlie the black presence in the New World. In addition, students graduating with the major will be well prepared for leadership in the African American community, in particular, and American society in general. The African American Studies Program is committed to offering an academically challenging curriculum coupled with a solid foundation of liberal arts education.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Student may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Historical Perspectives on Western Culture (GHP)	3
required: AFS 201	
Social and Behavioral Sciences (GSB)	6
required: AFS 210 and one other GSB course	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
one GHP/GPM course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major and Related Area Requirements

Minimum 30 semester hours to include the following:

Core Courses (15 semester hours)

1. AFS 201*, 210*, 410
2. ENG 374 or 376
3. HIS 301 or 302 or 389

Additional AFS and Related Area Courses (15 semester hours)

Students should select an additional 15 hours from the following courses:

AFS 200, 305, 310, 320, 400; ART 102; DCE 232, 332; ATY 325; ENG 204, 315; HIS 203, 204, 306, 399, 502, 524, 581; MUS 214; PHI 121; PSC 391; REL 229; SOC 222, 227, 425; WGS 333

**AFS 201 satisfies GHP and CAR GMO; AFS 210 satisfies one GSB requirement*

V Electives

Electives sufficient to complete 122 semester hours required for degree.

African American Studies as a Second Major

Students who wish to declare a second major in African American Studies must complete all requirements listed above under the degree selected.

African American Studies Minor

Required: minimum of 18 semester hours

AFS 201 and 210 are required for all AFS minors. Students may select the additional 12 hours required for the minor from any courses listed in "Additional AFS and Related Area Courses".

African American Studies Courses (AFS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

201 Introduction to African American Studies (3:3)
GE Core: GHP CAR: GMO
AULER/CLER: HP/CHP—CMO

Introduction to African American culture through an historical and social perspective. (FALL & SPRING)

200 African American Art History (3:3)

The development of African American art placed within the context of mainstream American art and the history of the blacks in this country.

210 Blacks in American Society: Social, Economic, and Political Perspectives (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Social, political, economic experience of blacks in the United States. Topics include the black family, Civil Rights Movement, black politicians, and blacks in the labor market.

305 Special Topics in African American Studies (3:3)
- *May be repeated once for credit when topic varies.*

An in-depth study of a selected topic or topics in African American Studies involving directed reading and research. (FALL OR SPRING)

310 The Portrayal of African Americans in Film (3:3)

An examination of African American film roles as a reflector of America's perception of black character and behavior. Various film genres will be considered for insight into movie portrayals as social commentary. (FALL)

315 Experimental Course: Theories and Paradigms in African American Studies (3:3)
Pr. 201 and 210 or permission of instructor
- *For majors and minors only.*

Examines theory and general epistemology in African American studies. (Offered spring '05)

320 The African American Athlete (3:3)

An examination of the lives and careers of African American athletes and their struggles to gain acceptance in both competitive and social settings. (SPRING)

364 African American Social Thought (3:3)
Pr. SOC 101

An introduction to perspectives advanced by black scholars concerning black power and pride, stratification, social order, culture, intraracial socialization, interaction, mate selection, and consequences of skin-tone variance. (ALT SPRING) (Same as SOC 364)

390 African American Perspectives on Crime (3:3)
Pr. SOC 222 or 324

An introduction to perspectives in criminology that focus on African American participation in crime and the significance of race for legal sanctioning. (ALT SPRING) (Same as SOC 390)

400 Independent Study (1–3)
Pr. permission of Director of African American Studies and faculty mentor.

Intensive independent study on special topics related to the African American experience. (FALL & SPRING & SUMMER)

410 Seminar in African American Studies (3:3)
Pr. completion of 12 s.h. of AFS core requirements (AFS 201, 210, ENG 374 or 376, HIS 301 or 302 or 389); junior or senior status; and permission of instructor

Capstone seminar on issues in African American Studies and their significance to American society and the world. (SPRING)

493 Honors Work (3–6)
See prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Department of Anthropology

College of Arts & Sciences
426 Graham Building
336/334-5132
www.uncg.edu/ant/

FACULTY
Arthur D. Murphy, Professor and Head of Department
Professors Mountjoy, Sandford
Associate Professor Andreatta
Lecturers Davis, Hartley, Reichart, Stine
Visiting Assistant Professors Kershner, Lassiter, Tatar

Anthropology is a broad discipline which includes physical anthropology—the study of humans as biological animals; cultural anthropology—the study of humankind in a cultural perspective; archaeology—the recovery and interpretation of ancient human biological and cultural remains; and linguistics—the study of language in culture and society.

The general undergraduate major provides for extensive study in cultural anthropology, archaeology, linguistics, and physical anthropology. Majors who develop a particular interest in one of the subdisciplines may pursue a concentration in that area up to a maximum of 60 semester hours. Majors have opportunities to develop mentoring relationships with members of the faculty on current research projects as well as fieldwork projects. Internships in various agencies are also available.

Anthropology as a major prepares individuals to pursue many avenues of career development. It is the basis for a career as a professional anthropologist. Anthropology combined with other courses of study as double majors enhances career possibilities and professional development. There are, however, increasing opportunities for anthropologists to work in government agencies and business. In such settings, the knowledge which they have may be applied to the solution of human problems.

Through the accelerated master's program, an anthropology major may earn both a master's degree in a related field and a bachelor's degree in anthropology in approximately five years. Majors must begin planning early in this program as well as obtaining careful advising. Opportunities exist for an M.A. in Economics and a Master of Business Administration.

Anthropology Major (ANTH)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U101

The General Anthropology Major provides training in human biological, social and behavioral science within the broader framework of a liberal arts education. The program presents a holistic view of the nature of humans in society, past and present, through courses in linguistics, prehistory, physical anthropology, and cultural anthropology. It provides a solid foundation for both a basic liberal arts education as well as for one of the concentrations in anthropology.

Student Learning Goals

Upon completion of the program, Anthropology majors will be able to: demonstrate a broad knowledge of cultural diversity, ethnocentrism, and cultural relativity; analyze the social, political, and religious structure of diverse societies; distinguish Old, New, and Post-Processual Archaeology, including the ability to recover and analyze artifacts from archaeological sites; demonstrate knowledge of the mechanisms of biological evolution and analyze fossil evidence for such; analyze phonemes, parts of speech, and the basic phrase structure of languages.

PROGRAM REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Student may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
One additional GLT course *(student may select course)*	3
Natural Sciences (GNS)	6–7
ATY 253 and one other GNS course with a different departmental prefix	
Social and Behavioral Sciences (GSB)	6
ATY 213 and two other GSB courses	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	

Natural Sciences one additional GNS/GLS or GPS course	3–4
Social and Behavioral Sciences (GSB) one additional GSB course	3
Foreign Language (GFL) intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	0–12
Writing Intensive Courses (WI) a total of four WI courses	

IV Major Requirements

Minimum 34 semester hours in anthropology above the 100-level to include the following:

Core Courses

1. ATY 213*, 253*, 258, 411, 595
2. Methods—One of the following: ATY 360, 476, or 553
3. Five additional ATY courses at the 300 level or above

Although not a requirement beyond the 34 hours minimum, majors may choose to take additional courses in general anthropology or the additional courses may be in one of the subdisciplines:

Archaeology
Cultural Anthropology
Physical Anthropology

Majors in consultation with a faculty member in the subdiscipline will select the appropriate courses.

**ATY 213 satisfies one GSB; ATY 253 satisfies one GNS*

V Related Area Requirements

Anthropology majors must take STA 108, which satisfies GMT.

Majors who follow a plan for one of the accelerated master's programs should satisfy the related area requirements for that program.

VI Electives

Electives sufficient to complete 122 semester hours required for degree.

Honors in Anthropology

Requirements

For Honors requirements, check with the departmental office and see Honors Programs information on pp. 208–209.

Anthropology as a Second Major

Students who wish to declare a second major in Anthropology must complete all requirements listed above under the degree selected.

Anthropology as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

1. Required (9 s.h.): ATY 213, 253, 258
2. One methods course (3 s.h.): ATY 360 or 476 or 553
3. One elective at the 300 level (3 s.h.)
4. One elective at the 400 or 500 level (3 s.h.)

Anthropology Minor

Required: minimum of 15 semester hours

All minors are required to take ATY 212. In addition, they must select a minimum of 12 hours at the 200 level or above. The following suggested course sequences may be of interest to students pursuing specific majors and with certain career objectives.

1. General Anthropology—ATY 213, 253, 360, 387, 411
2. Ethnology/Ethnography—especially useful for majors in social studies, history, geography, economics, and international studies. Courses recommended include ATY 213, 325, 330, 333, 335, 337, 371, 465, and 476.
3. Linguistics—especially useful for majors in language arts, a foreign language, English, deaf education, speech pathology, social studies, and international studies. Courses recommended include ATY 385, 387, 585, and 587.
4. Archaeology—especially useful for majors in classical studies, geography, and environmental studies. Courses recommended include ATY 253, 258, 360, 362, 370, 533, and 553.
5. Physical Anthropology—especially useful for majors in archaeology, biology, chemistry, nutrition, and psychology. Courses recommended include ATY 253, 331, 359, 553, 555, and 559.

Students in consultation with a member of the department may plan a minor to enhance their career objectives as they choose. They may also take approved independent study courses or approved selected topics courses.

Anthropology with Teacher Licensure in Social Studies

AOS Code: U102

Students majoring in anthropology may seek Initial "A" teacher licensure in comprehensive social studies with an endorsement in anthropology. Completion of licensure requirements will allow majors to teach Social Studies as well as anthropology in secondary school. Please see **Teacher Education Programs** for complete requirements. Many of the requirements for licensure satisfy liberal education requirements in the college as well as for the major and the Social Studies requirements. Majors who wish to pursue "A" licensure in social studies should consult with the departmental Social Studies committee representative.

Accelerated Master's Programs for Anthropology Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A. in Anthropology/M.B.A. or M.A. in Economics program requirements.

ANTHROPOLOGY COURSES (ATY)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

100 Contemporary Non-Western Cultures (3:3)
GE Core: GSB *GE Marker: GN*
AULER/CLER: NW/CNW
• *Freshmen only.*

Survey of contemporary non-Western societies which emphasizes their distinctive cultural characteristics and how these relate to changes taking place in the world today.

212 General Anthropology (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
• *Open to freshmen.*

Survey of general anthropology. Includes an inquiry into human origins, prehistory, and comparative study of culture.

213 Cultural Anthropology (3:3)
GE Core: GSB *GE Marker: GN*
AULER/CLER: AE/CAE

Cultural anthropology attempts to stimulate interest in basic questions about human nature and human adaptation, including major theoretical approaches, the nature of field work, and an examination of selected topics.

253 Introduction to Physical Anthropology (4:3:3)
GE Core: GNS *CAR: GLS*
AULER/CLER: NS/CLS
Coreq. ATY 253L

Lecture and laboratory cover human biology from an evolutionary perspective. Topics include evolutionary theory, nonhuman primates, the fossil record, human osteology, molecular and population genetics. (FALL & SPRING)

258 World Prehistory (3:3)
GE Core: GSB *GE Marker: GN*
AULER/CLER: SB/CSB

Development of culture from its Paleolithic beginnings through the rise of early civilizations.

325 Race and Culture Contact in the Caribbean (3:3)
GE Marker: GL
AULER/CLER: NW/CNW

Types of social systems and cultural patterns in the West Indies arising from relations between Europeans, West Africans, and Asians, with implications for development, social change, and identity.

330 Cultures of North American Indians (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Traditional ways of life of indigenous people of North America.

331 Human Variation (3:3)
AULER/CLER: NS/CLS

Physical differences within and between human populations: their source and effect.

333 Latin American Societies and Cultures (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Tribal and peasant groups with special emphasis on their place in contemporary Latin America.

335 Cultures of Africa (3:3)
AULER/CLER: NW/CNW

Study of the peoples of Africa emphasizing family organization, religion, political organization, languages, and urbanism. Includes a study of African novelists.

337 Cultures of the Pacific (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Ethnographic study of Pacific cultures, focusing on language, physical characteristics, psychology, and culture contact.

357 Monkeys, Apes, and Humans (3:3)
• *Taught as Writing Intensive (WI).*

An overview of primatology—the study of prosimians, monkeys, apes, and humans. Involves in-depth study of selected primates as well as discussion of major theoretical issues and ways in which the study of nonhuman primate behavior helps illuminate human evolutionary history.

359 Forensic Anthropology (4:3:3)
Pr. 253 or an introductory course in biology or chemistry
Coreq. ATY 359L

Methods of recovery and analysis of human remains in medicolegal contexts, including human and nonhuman skeletal material, decomposition, crime scene recovery, and skeletal signs of age, sex, and trauma. (SPRING)

360 Method and Theory in Modern Archaeology (3:3)
AULER/CLER: AE/CAE
• *Taught as Speaking Intensive (SI).*

Analysis and evaluation of methods, theories, and concepts necessary for recovery and interpretation of cultural information about past societies relevant for anthropological goals. Includes issues of historiography, epistemology, and ethics.

370 Introduction to Historical Archaeology (3:3)

Basic introduction to historical archaeology method and theory. Historical archaeology is a multidisciplinary subfield of Anthropology covering the historic past through the present. (ALT SPRING)

378 Historical Archaeology Field Techniques (3:0:6)

Archaeological excavation of historic period sites. Techniques of excavation, recording, surveying, and artifact analysis.

385 Language and Culture (3:3)
GE Marker: GL

A survey of verbal and nonverbal behavior cross-culturally. Emphasis on the use of language in the speech community, gestures, body languages, expressive behavior, verbal art, and language learning.

387 Modern Linguistics (3:3)

Systematic investigation of the general properties of language, the universal properties found in all languages, and the specific properties of the grammars of individual languages. Includes linguistic differences found in selected dialects of American English.

411 History of Anthropological Theory (3:3)
• *Not open to freshmen and sophomores.*

Developments in history of Western thought and study of culture leading to the emergence of anthropology as a scientific field.

462 Archaeology of the Southeastern United States (3:3)
• *Taught as Writing Intensive (WI) and Speaking Intensive (SI).*

Investigation of Indian cultural development in the U. S. from the Mississippi River Basin to the Atlantic Coast, from earliest evidence to the European Contact Period, with special emphasis on the context of the East in the archaeology of North America and North Carolina. Field trips and/or laboratory experience.

465 An Overview of Medical Anthropology (3:3)
GE Marker: GN
- *Not open to freshmen and sophomores.*

Explores multiple causes of disease and cultural variation in health practices. Topics include culture and political ecologies of disease, ethnomedical systems, and healers in cross-cultural perpectives. (ALT FALL)

476 Methods in Data Collection and Analysis in Cultural Anthropology (3:3)
- *Taught as Writing Intensive (WI).*

Review and discussion of major methodological principles and techniques used in anthropology. (ALT SPRING)

478 Field Methods in Archaeology (3:3)
Pr. permission of instructor

Methods, techniques, and theories of archaeological field investigation. Includes site survey, mapping, systematic sampling, and controlled excavation.

479 Analysis of Archaeological Data (3:3)
Pr. permission of instructor

Instruction on proper treatment of material recovered through archaeological investigation. Includes classification, statistical manipulation of data, seriation, and analysis of spatial and temporal dimensions. Attention to special analytical techniques (e.g., C14 dating, chemical analysis, faunal analysis) with stress on ecological interpretation.

480 Ethnographic Field Methods in Cultural Anthropology (4:3:6)
Pr. 476 or permission of instructor

Course applies qualitative research techniques (fieldnotes, participant and casual observations, interviews, data interpretation), and statistical techniques that supplement ethnographic description and analysis at field sites. (ALT SUMMER)

481 Study Abroad Experience for Anthropology Majors (3)
Pr. 213, 253, 258, and two ATY courses at the 300 level or above, or permission of faculty member with whom student wishes to work

This course offers majors the opportunity to broaden their experience by studying anthropology in another country. Cross-cultural exchanges are designed to augment UNCG training. (FALL & SPRING & SUMMER)

493 Honors Work (3–6)
Pr. see Honors Programs, XXX 493 (p. 208).
- *May be repeated for credit if the topic of study changes.*

497, 498 Special Problems in Anthropology (1–3), (1–3)
Pr. permission of faculty member with whom student wishes to work

Opportunity for students to have directed instruction on problems of special interest.

499 Internship in Anthropology (3:1:6–12)
Pr. written permission required; junior status; appropriate prerequisite courses in the relevant anthropology subfield selected for internship: Cultural—ATY 213; Physical—ATY 253; Archaeology—ATY 360; Linguistics—ATY 387.

Faculty supervised practicum experience in an off campus setting. Host organization will provide the student with applied experience directly relevant to a specific subfield of anthropology. (FALL & SPRING & SUMMER)

Courses for Advanced Undergraduates & Graduate Students

501, 502 Selected Topics in Anthropology (3:3), (3:3)
Pr. anthropology major or permission of instructor
- *May be repeated for credit when topic varies.*

Opportunity for advanced students to study in depth topic or issue of special interest.

510 Archaeology of South America (3:3)
Pr. junior or senior Anthropology or Archaeology majors, or permission of instructor

Survey of the archaeology of South America from earliest evidence of human habitation up to the arrival of the Spanish. Emphasis placed on the Andean area of western South America.

520 Economic Anthropology (3:3)
Pr. 212, 213, or 3 s.h. of social science

An analysis of the economic organization of tribal and peasant peoples with special attention given to their participation in a world economy; emphasis is on economic models of social change.

524 Applied Anthropology (3:3)
- *Taught as Speaking Intensive (SI) and Writing Intensive (WI).*

Application of anthropological method and theory in situations of directed sociocultural change.

526 Anthropological Perspectives on Food and Agriculture (3:3)

Examines the linkages among food producers, marketing strategies, and natural resource use in different cultures, and explores the influence of agriculture on society and the environment. (ALT SPRING)

533 Archaeology of Mexico (3:3)
Pr. permission of instructor
- *Taught as Writing Intensive (WI).*

Major prehispanic cultural developments in Mexico with emphasis on internal cultural change (from early man to rise of great civilizations such as Aztec and Maya) and relationships with adjacent areas.

547 Belief and Value Systems (3:3)

Examination of sacred and secular beliefs in cross-cultural perspective. Emphasis on symbols, ritual, and their functions.

553 Human Osteology: Description, Data Collection, and Analysis (3:2:3)
Pr. 253 or 3 s.h. of biological science

Detailed coverage of anatomical structures on bone and methods involving inventory, description, data collection, and analysis of human remains. Topics include functional and comparative skeletal anatomy, bone microstructure, and physiology.

555 Human Evolution (3:3)
Pr. 253 or 3 s.h. of biological science

Biological and cultural evolution of humans from prehuman forms.

557 Primate Behavior (3:3)
Pr. 253 or permission of instructor

An overview of primatology and of methods for studying the behavior of prosimians, monkeys, and apes. Involves experience in data collection, computerized data analysis, and producing a scientific report.

559 Disease and Nutrition in Ancient Populations (3:3)
Pr. 253 or NTR 213 or 3 s.h. of biological science

Evaluation of past disease and nutritional status using skeletal remains and other tissues. Topics include differential diagnosis of pathology. Analysis of mummified material, and chemical methods of dietary reconstruction.

576 Culture and Personality (3:3)

Cross-cultural analysis of effect and influence of culture and group membership on development of personality.

578 Research Methods in Historical Archaeology (3:3)

Pr. junior, senior, or graduate status

Advanced training in research methods in Historic Archaeology, involving on-site training in field, laboratory, and library components of Historic Archaeology. (Same as IAR 578 and HIS 578)

583 Culture and Society (3:3)

- *Not open for credit to anthropology majors*
- *May not be taken for credit by students who have prior credit for ATY 213*

Concepts of culture and society and their employment in understanding human behavior in a cross-cultural context.

585 Social Dialects (3:3)

Consideration of differences in social dialects (speech patterns) among males and females, social classes, regions, and ethnic groups. Includes attitudes about social dialects, models for describing social dialect differences, and consequences of social dialects.

587 Foundations of Linguistic Theory (3:3)

Pr. permission of instructor.

An in depth study of modern linguistic theory and its historical antecedents. An extensive background in a language related discipline is required. Application of linguistic theory will be included.

589 Experimental Course: Pre-Hispanic Cultures of Latin America (3:3)

Pr. writing, reading, and speaking fluency in Spanish

A survey of major pre-Hispanic cultures found in the area of modern Latin America as they are known through archaeological and contact period data. (Offered fall '04)

595 Contemporary Issues in Anthropology (3:3)

Pr. senior status and anthropology major, or permission of instructor

A capstone seminar focusing on current issues in various subfields of anthropology, how they relate to the discipline, and their significance to anthropology's role in the modern world.

597, 598 Special Problems in Anthropology (3), (3)

Pr. permission of faculty member with whom student wishes to work

Opportunity for advanced students to undertake independent study or research of special interest.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Apparel Product Design

(see Consumer, Apparel, and Retail Studies)

Archaeology Program

College of Arts & Sciences

237 McIver Building
336/334-5590
www.uncg.edu/arc

COMMITTEE MEMBERS

Jeffrey S. Soles, Chair, Archaeology Program, Department of Classical Studies
Joseph B. Mountjoy, Department of Anthropology
Jeffrey C. Patton, Department of Geography
Mary Kaye Sandford, Department of Anthropology
Roy Stine, Department of Geography
Linda Stine, Department of Anthropology

The Special Programs in Liberal Studies major with a concentration in Archaeology introduces students to the ancient civilizations and cultures of the Old and New Worlds and to the analytical tools that facilitate their study. The major is designed to develop both anthropological and historical perspectives in archaeological research, to encompass the range of prehistoric to early historic cultures in the Old and New Worlds, and to introduce the theoretical concepts and methodological techniques appropriate to archaeological research.

The Program's faculty are actively involved in field work in Greece, Mexico, and North Carolina, and students are expected to participate in those or other field work projects.

Special Programs in Liberal Studies Major—Concentration in Archaeology (SPLS)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U808

PROGRAM REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Historical Perspectives on Western Culture (GHP)	3
required: CCI 211	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

Required: ATY 258, CCI 211 and 212, and one additional GL/GN course selected by student

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture 3
either a GHP/GPM or GMO course

Natural Sciences 3–4
one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB) 3
one additional GSB course

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Minimum 30 semester hours distributed as follows:

1. **Core Requirements (12 semester hours)**
   ATY 258* World Prehistory
   ATY 360 Modern Archaeology
   CCI 211* Introduction to Classical Archaeology (Greece)
   CCI 212* Introduction to Classical Archaeology (Rome)

**ATY 258 satisfies GN Marker requirement; CCI 211 satisfies GHP; CCI 211 and 212 satisfy part of GL Marker requirement.*

2. **Area Requirements [six (6) semester hours with three (3) hours from each category]**
   Old World Archaeology:
   CCI 312* The Art and Archaeology of Egypt
   CCI 313 Archaeology of the Aegean
   CCI 314 Ancient Cities
   New World Archaeology:
   ATY 462 Archaeology of the Southeastern United States
   ATY 510 Archaeology of South America
   ATY 533 Archaeology of Mexico

**CCI 312 carries GN Marker credit.*

3. **Analytical Methods and Techniques (6 semester hours with no more than 3 hours from ATY 378, ATY 478, CCI 401)**
   ATY 378/578 Historical Archaeology Field Techniques
   ATY 478 Field Methods in Archaeology
   ATY 479 Analysis of Archaeological Data
   ATY 553 Human Identification
   ATY 559 Disease and Nutrition in Ancient Populations
   CCI 401 Archaeological Practicum
   GEO 314/314L* Physical Geography: Landscape Processes
   GEO 323 Remote Sensing

**GEO 314/314L carries GNS Core credit and CAR GPS credit.*

4. **Related Area Electives (6 semester hours from any of the above courses or the following related courses)**
   ART 201 Ancient Art
   ART 281 Ceramics I
   ART 285 Photography
   ATY 213 Cultural Anthropology
   ATY 501 Selected Topics in Anthropology (if in Archaeology)
   CCI 450 Internship in Classical Studies
   GEO 321 Cartography and Geographic Information Science
   HIS 220 The Ancient World
   PHI 325 Introduction to the Philosophy of Science

Under special circumstances and with the permission of the Committee, some required courses may be substituted for others.

V Electives

Electives sufficient to complete 122 semester hours required for degree.

Archaeology Minor

Required: minimum of 15 semester hours

The Archaeology minor requires completion of a minimum of 15 hours with nine (9) hours chosen from the Core Requirements and three (3) hours chosen from each category of the Area Requirements.

Department of Art

College of Arts & Sciences
162 McIver Building
336/334-5248
e-mail: artdept@uncg.edu
www.uncg.edu/art
http://digital.uncg.edu

FACULTY
Pat Wasserboehr, Associate Professor and Head of Department
Professors Goldstein, Lee, Maggio
Associate Professors Aichele, Ananian, Dimock, Dunnill, Gerhart, Gottsegen, Rice, Lixl-Purcell
Assistant Professors Blair, Stephan
Lecturers Ball, Gantt, Oliver
Adjunct Faculty Doll, Duncan, Grimaldi, Shatter, South
Visiting Assistant Professors Ellis, Holian

The Department of Art offers the following degree programs:

B.F.A. art major, concentrations in art education I & II, design, painting, and sculpture
B.A. art major, concentrations in art history/museum studies and studio art

The department believes that at the undergraduate level students are best served by a liberal university education with a specialization in art. Specialized degree programs emphasize the traditional disciplines of painting, sculpture, design, art history, and art education. Students seeking vocational specializations should pursue relevant post-baccalaureate studies.

All transfer students should make an appointment with the department's Director of Transfer Advising, Mr. Richard Gantt, for a transcript and portfolio review to approve transfer studio art and art history transfer credit. Director of Undergraduate Advising, Dr. Roberta Rice, advises all art education majors and all other undergraduates throughout the year.

Courses in drawing, painting, and sculpture in the 20s, 30s, and 50s series emphasize working from dual approaches of observation and abstraction. Still life, landscapes, interior environments, and the human figure are the primary sources of study from which students work toward developing basic observational skills. Students focus on conceptual approaches as they incorporate research, skill, interpretation, and invention into abstract forms of art making. Courses in the design concentration include digital imagery, ceramics, photography, color theory, and crafts. Courses in the 40s, 70s, and 80 to 84 series focus on the inherent systemic logic, or functional aspects of art.

The department provides a thorough background in art history and museum studies through introductory courses and subsequent graduated offerings that extend focus, range, and depth.

The art education program offers courses in studio art and art history to majors while preparing them in theoretical and philosophical foundations as well as curriculum and teaching methods. Students gain the expertise necessary for teaching in a variety of settings.

Students in all concentrations in the department also avail themselves to courses that allow for the advanced pursuit of relevant topics in studio art, art history, museum studies, art education seminars, independent study, internships, practicums, and student teaching experiences. The faculty includes studio artists, art educators, and art historians of acclaimed accomplishments in their areas of specialization.

The Weatherspoon Art Museum and the Department of Art each sponsor a program of exhibitions, lectures, and workshops that enhances the educational goals of the art curriculum.

Starting in the fall of 2006, the department's studio and art education facilities will be located in a new art building on Highland Avenue. Art historians will remain in the Weatherspoon Art Museum.

Art Major (ART)

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:
Design (including Ceramics & Photography), U111
Painting (including Drawing & Printmaking), U113
Sculpture, U115

The B.F.A. program allows a more intense concentration in studio work than is available in a B.A. program. This concentration is gained by extending the program for the equivalent of one summer session. Because of the number of required courses, junior transfers cannot expect to complete a B.F.A. program in two years.

PROGRAM REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA)	3
required: ART 100 or 101	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Core studio courses for major concentrations may be closed to students who are not enrolled in a degree program full-time.

Core Courses for all Concentrations

1. ART 100* or 101*
2. Four art history courses above 100 level
3. Art 120, 140, 150, 220, 221
4. ART 498 and 499 to be taken in the senior year. All students must submit three (3) ready-to-exhibit works to the senior juried show, usually held in the spring semester.

**ART 100 or 101 satisfies GFA.*

Design Concentration

1. ART 120, 140, 150, 220, 221, 241, 285, 347
2. Advanced design courses from those numbered in 280s, 340s, 440s, 470s, 480s, 520s, or 540s: 12 s.h.
3. ART 498 and 499. Independent Study projects should be in graphic design, ceramics, photography, or another appropriate area of design specialization.
4. Art or related electives: 9 s.h. (recommended but not required: choose from 300-level or above)

Painting Concentration

1. ART 120, 140, 150, 220, 221, 231, 232, 321, 335, 337
2. Printmaking: 6 s.h.
3. ART 498 and 499. Independent Study projects must be in painting, drawing, or printmaking.
4. Art or related electives: 9 s.h. (recommended but not required: choose from 300-level or above)

Sculpture Concentration

1. ART 120, 140, 150, 220, 221, 252 or 253, 353, 355, 356, 481, 550
2. ART 498 and 499. Independent Study projects must be in sculpture.
3. Art or related electives: 9 s.h. (recommended but not required: choose from 300-level or above)

IV Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Art Major (ART)

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Art Education I, U107

Art Education II, U109

All studio art students who seek teacher licensure in art must take a B.F.A. under one of two concentrations: Art Education I offers academic breadth, Art Education II offers concentration in a studio discipline. Junior transfers cannot expect to complete these programs in two years.

Program Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Fine Arts (GFA)	3
required: ART 100 or 101	
Social and Behavioral Sciences (GSB)	6
required: HEA 201 and PSY 121	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Art Education I (General Art) Concentration (18 semester hours)

1. ART 100* or 101*
2. Four additional courses in Art History above the 100 level
3. ART 120, 140, 150, 220, 221
4. Painting, Design: 3 s.h. in each
5. Crafts: 6 s.h.
6. Art or related electives: 7 s.h.
7. Art Education courses: 360 (junior year); 363, 365, 463 and 465 (senior year)
8. Concentration in one studio area (Design, Painting, or Sculpture) of 15 s.h. above the 100 level

This is a summary list from the studio requirements above.

Art Education II (Studio Art) Concentration (24 semester hours)

1. Same as Art Education I, numbers 1* through 7
2. Independent Study in ART 498 and 499 or approved substitutes: 4 s.h.
3. Single studio specialization, including at least 4 s.h. of independent studio (ART 498 and 499 or approved substitute) in this specialty: 15 s.h.

This is a summary list from the studio requirements above.

**ART 100 or 101 satisfies GFA.*

IV Related Area Requirements

(See **Teacher Education** for full explanation.)

1. GEC requirements as identified within each major
2. HEA 201* Personal Health
3. ELC 381 The Institution of Education
4. CUI 450 Psychological Foundations of Education
5. CUI 470 Reading Education

**HEA 201 satisfies GSB.*

V Electives

Electives sufficient to complete the 128 semester hours required for the degree.

VI Admission to Student Teaching:

During the junior year students must apply for student teaching. Art Education methods courses 363 and 365 are prerequisites to student teaching and are taken in the fall semester of the senior year. Student Teaching 463 and 465 are taken in the spring semester.

Admission requirements for Teacher Education include the following:

1. Medical clearance
2. Grade point average of at least 2.70
3. Passing scores on Praxis I exam
4. Art 360, Foundations of Art Education, which includes pre-student-teaching practicum
5. Evidence of skills, knowledge, dispositions, and competencies as set and evaluated by the department

Art Major (ART)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Art History/Museum Studies, U104
Studio Art, U105

The Art History and Museum Studies concentration is for those students wishing to pursue careers either in art scholarship or the museum and gallery profession. Those thinking primarily of Art History are encouraged to study the foreign languages needed for scholarship, particularly French and German.

The Studio Concentration combines a liberal arts education with the development of studio skills.

Program Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA)	3
required: ART 100 or 101	
One additional GLT course *(student may select)*	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture 3
either a GHP/GPM or GMO course
Natural Sciences 3–4
one additional GNS/GLS or GPS course
Social and Behavioral Sciences (GSB) 3
one additional GSB course
Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204
Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Art History/Museum Studies Concentration

Minimum 36 semester hours in art

1. ART 100* or 101*, 201 or 202, 203, 204
2. 6–7 s.h. of studio art, including one of the following: ART 120, 140 or 150, and one 200-level studio course
3. At least 12 s.h. of 300-level art history course work selected from: ART 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 400, 493, 500, 501
4. ART 590 to be taken in the spring of the junior year
5. At least one of the following: ART 393, 400*, or 401

**Students enrolled in ART 400 should be encouraged to consider presenting a paper at the Mint Museum Undergraduate Art History Symposium.*

Studio Art Concentration

Minimum 33 semester hours in art

1. ART 100* or 101*
2. Two courses from ART 120, 140, 150
3. Art History above the 100 level: 12 s.h.
4. Studio Art above the 100 level: 15 s.h. (recommended but not required: choose from 300-level or above)
5. Enrollment in independent study courses (optional for qualified students)

**ART 100 or 101 satisfies GFA.*

V Related Area Requirements

No specific courses required.

VI Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Honors in Art

Requirements

A minimum of twelve semester hours from the following:

- 3 s.h. of HSS 490 Senior Honors Project
- 3 s.h. of any Art Honors course above the 100 level
- Any 500-level Art course
- ART 493 (Independent Study)
- Any ART Honors contract course

Qualifications

- A grade of A or B in all course work used to satisfy the Honors requirements in Art
- A declared Art Major
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Art" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Pat Wasserboehr for further information and guidance about Honors in Art.

Art as a Second Major

Students who wish to declare a second major in art must complete all requirements listed above under the degree (B.F.A. or B.A.) and concentration selected.

Art as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

Art History Focus

1. Required core courses (9 s.h.): ART 367 and either ART 100 or 101 and either 120 or 140
2. One studio course chosen from those for which ART 120 or 140 are prerequisites
3. Two additional art history courses at the 300 and/or 400 level

Studio Art Focus

1. Required core courses (12 s.h.): Art 100 or 101, 120 or 140, 232, 367
2. One studio course from those for which ART 120 or 140 are prerequisites
3. One additional art history course at the 300 or 400 level

Art Minor

Required: minimum of 18 semester hours

An Art Minor requires 18 semester hours of studio and/or art history courses. A Minor in Art History requires 3 hours in ART 100 or 101 and 15 additional hours of 200-level or above art history courses. A Minor in Studio Art requires 3 hours in ART 100 or 101 and core studio courses ART 120, 140, 150, 220, 221.

ART COURSES (ART)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Art courses are listed under the following headings: Studio, Art History, Art Education, and Museum Studies.

STUDIO Courses

Courses for Undergraduates

120 Fundamentals of Drawing (3:1:6)

Basic course in the practice and principles of drawing. Emphasis on working from observation with a wide variety of media and genres explored. (FALL & SPRING)

140 Design I (3:1:6)

Basic course in fundamentals of design. Work in two and three dimensions. (FALL & SPRING)

150 Clay Modeling (3:1:6)
General course in preparation, designing, and modeling in clay. (FALL & SPRING)

220 Intermediate Drawing (3:1:6)
Pr. 120
A continuation of the practices and principles of ART 120, with a greater emphasis on conceptual development. (FALL & SPRING)

221 Life Drawing I (3:1:6)
Pr. 220
Figure drawing from the model. (FALL & SPRING)

226 Woodcut and Wood Engraving (3:1:6)
Pr. 120 or 140
Woodblock relief techniques as a printmaking medium. (OCC)

228 Etching I (3:1:6)
Pr. 120 or 140
Intaglio techniques as a printmaking medium. (FALL & SPRING)

229 Lithography I (3:1:6)
Pr. 120 or 140
Planographic techniques as a printmaking medium. (FALL & SPRING)

231 Materials of Painting (3:1:6)
Pr. 120
Materials and characteristic processes of major techniques. (FALL)

232 Painting I (3:1:6)
Pr. 120
Basic course which uses observation as a vehicle for learning the fundamentals of oil painting.

241 Design II (3:2:3)
Pr. 140
Introduction to the computer as a design tool and art medium. A variety of imaging applications introduced through design studio problems and visual problem solving.

252 Techniques of Sculpture (3:1:6)
Pr. 150
Tools, materials, and characteristic processes of major techniques.

253 Sculpture I (3:1:6)
Pr. 150
Working from observation, students will increase their perceptual ability and skills through studio assignments. Emphasis on the comprehension of forms and structures in space.

275 Metal Crafts I (3:1:4)
Pr. 140 or 150
Techniques required to make jewelry and small art objects from copper, brass, and precious metals. Includes gem and stone setting.

281 Ceramics I (3:1:6)
Basic course with emphasis on handbuilt forms. (FALL & SPRING)

285 Photography I (3:1:6)
Pr. 140, or permission of instructor
Equipment and basic techniques of photography. Students must purchase film and papers. 35 MM camera required. (FALL & SPRING)

321 Life Drawing II (3:1:6)
Pr. 221
- *May be repeated for credit with permission of instructor and department head.*

Continuation of 221. (FALL & SPRING)

322 Variable Topics in Drawing (3:1:6)
Pr. 221
Practice and study of traditional and contemporary methods of drawing in a variety of media and genres.

323 The Arts as Human Experience (3:3)
AULER/CLER: FA/CFA
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as DCE 323, THR 323)

335 Painting II (3:1:6)
Pr. 232
Studio course with substantial work from the model. Emphasis on development of control of the medium for pictorial purposes.

337 Painting III (3:1:6)
Pr. 335
Studio course with work from the model and other subject matter; emphasis on control of pictorial elements and individual development.

340 Design III (3:2:3)
Pr. 140 and 241
Intermediate-level study of design fundamentals with emphasis on cross application work, presentation methods, and content. (FALL & SPRING)

341 Letters, Signs, and Symbols (3:2:4)
Pr. 140 and 241
Letter forms, signs, and symbols as configurations for design study.

344 Digital Darkroom (3:2:4)
Pr. 140, 241, or permission of instructor
- *285 recommended.*

Studio based study of photo-based imagery and digital imaging. In-depth study of Photoshop and complementary photo-based software. (ALT)

346 Kinetic Design (3:2:3)
Pr. 10 s.h. of studio art including 140
Motion and time sequence in two-dimensional and three-dimensional design.

347 Color Theory (3:1:6)
Pr. 140
Major color theories and systems. Projects using properties of color in pigments, transparencies, and projected light. (FALL & SPRING)

348 Metal Sculpture (3:1:6)
Pr. 252 or 253
Studio course in non-cast metal sculpture techniques and concepts. Basic welding and fabrication of metal as a sculpture medium.

353 Metal Casting (3:1:6)
Pr. 252 or 253 or permission of instructor
Basic course in casting metal as a sculpture medium. Theory and practice of moldmaking and foundry processes.

355 Sculpture II (3:1:6)
Pr. 252 or 253
Sculpture as a plastic idiom in creating forms in space. Emphasis on the development of individual expression.

356 Sculpture III (3:1:6)
Pr. 355
Advanced undergraduate work with emphasis on individual sculpture development.

373 Design Methods for the Crafts (3:1:6)
Pr. 100 or 101, 140, or permission of instructor
Sources of and approaches to crafts design with materials such as wood, fiber, metal, and paper. Exploration of sources of design in natural and man-made worlds. Recommended for Art Education majors.

375 Metal Crafts II (3:1:4)
Pr. 275

Advanced work in techniques required to make jewelry and small art objects from copper, brass, and precious metals.

381 Ceramics II (3:1:6)
Pr. 281 or permission of instructor

Wheel-thrown forms; glazing and decorating techniques. (FALL & SPRING)

382 Ceramic Glaze Techniques (3:1:6)
Pr. 281

Glaze formulae; mixing and testing of glazes, glaze application, the care and operation of equipment. (SPRING)

384 Photojournalism (3:1:2)
Pr. 285 or permission of instructor

Course examines some aspects of photojournalism, dealing with photographs which answer questions of Who, What, When, Why, Where, and How; photographs which convey important information about the human condition. (FALL)

385 Photography II (3:1:6)
Pr. 285 or portfolio and permission of instructor

Special techniques including those used in research laboratories; work with special types of film. Students must purchase films and papers.

387 Color Photography (3:1:5)
Pr. 285

An introduction to the basic processes used to produce color photographs and to an understanding of color photography as art.

388 Photographic Interaction (3:3)
Pr. 285 or permission of instructor

Course expands the boundaries of image-making in still life, nature and human relationships. Includes advanced techniques in printing and sequencing images, including digital technology.

389 Experimental Course: Intermediate Photography (3:1:3)
Pr. ART 285 and 385

A self-directed exploration of conceptual and visual photographic ideas. The class is structured around critiques, individual meetings, and seminar-style discussions. (Offered fall '04)

393 Practicum/Internship in Art Careers (1–3)
Pr. prior written approval of supervising instructor and department head, with written agreement of expectations from sponsor
- *May be repeated for credit.*

Practical experience for art majors for developing career goals and skills.

428 Etching II (3:1:6)
Pr. 228
- *May be repeated for credit with permission of instructor or department head.*

Continued development of etching techniques introduced in Etching I. Emphasis placed on supervised independent work consistent with students' personal artistic goals. (FALL & SPRING)

429 Lithography II (3:1:6)
Pr. 120 or 140, and 229
- *May be repeated for credit with permission of instructor or department head.*

Continuation of ART 229 with additional emphasis on multicolor imagery and the integration of advanced lithographic processes in students' assignments.

439 Painting: Selected Media (3:1:6)
Pr. 120, 220, 232, 335

Special techniques and pictorial problems of various paint media.

441 Books and Images (3:2:3)
Pr. 140, 241, and 340
- *For advanced students.*

Advanced studio investigation into digital publishing with an emphasis on print-based and electronic publication forms. Primary focus on unique and challenging artist's books and image-intensive works. (ALT YEAR)

442 Image Sequencing/Sequential Images (3:2:3)
Pr. 140, 241, and 340
- *For advanced Design majors.*

Advanced studio-based exploration of digital video, sound, and animation through a range of digital software. Study of nonlinear editing, narrative, and experimental approaches to motion graphics and video. (ALT YEAR)

445 Three-Dimensional Design (3:2:3)
Pr. 140, 241, 340

Three-dimensional modeling and animation. Development of three-dimensional systems as objects and environments. (Formerly ART 345)

446 Graphic Design (3:2:3)
Pr. 140, 241, and 340
- *For advanced students.*

An advanced investigation into graphic design; typography, branding, and information architecture. Advanced execution of print, Web-based, and motion graphics. (ALT YEAR)

481 Ceramics III (3:1:6)
Pr. 281, 381

Advanced course in ceramics with emphasis on the entire ceramic process: preparation of clay body and glazes, forming, bisque and glaze firing. (FALL)

493 Honors Work (3–6)
See prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

496 Special Problems, Studio (3:1:6)
Pr. prior approval of supervising instructor required
- *May be repeated for credit with permission of department head.*
- *May not be used in place of a required course in the Art major.*

Independent studio work adjusted to needs and interests of individual student. (FALL & SPRING)

498, 499 Independent Study (3:1:6), (3:1:6)
Pr. senior status and permission of instructor

Students complete work demonstrating technical accomplishment and self-motivation. 498: sequence of work must be submitted for juried senior show. 499: sessions on portfolio presentation and preparation. (FALL & SPRING)

Courses for Advanced Undergraduates & Graduate Students

520 Anatomy for the Artist (3:1:6)
Pr. 220 or permission of instructor

Visual analysis of the human form with an emphasis on the skeleto-muscular system.

525 Advanced Metal Casting (3:1:6)
Pr. 353 or permission of instructor
- *May be repeated for credit when topic varies.*

Advanced theory and practice of metal casting.

529 The Multi-Media Print (3:1:6)
Pr. 226 or 228 or 229, and 241

Experimental forms of image making utilizing diverse sources of technical and aesthetic references including electronic media, photography, monoprints, collagraphy, 3-D constructions, and traditional printmaking methods and processes. (FALL & SPRING)

531 Painting (3:1:6)
Pr. senior or graduate standing
• *May be repeated for credit when topic varies.*
Theories, methods, and techniques characteristic of recent trends in painting.

535 Advanced Painting (3:1:6)
Pr. advanced undergraduate or graduate standing
• *May be repeated for credit.*
Advanced practice and theory of painting. A wide variety of media and genres will be explored.

540 Digital Visualization and Methods (3:2:3)
Pr. 241 and 340, senior status or MFA status, or permission of instructor
• *May be repeated for credit once, with permission of instructor.*
Studio investigation of the ways that digital methods expand and change the visual vocabulary and methods. Emphasis on refining personal artistic vision and establishing connections between traditional and digital methods.

545 Interactive Web Design (3:2:3)
Pr. 241, 340, or permission of instructor
Development of Web graphics and interactive Web-based environments that demonstrate an understanding of navigation, usability, and functionality within a creative framework. (FALL)

550 Sculpture/Installation (3:1:6)
Pr. 355, 356, 481, or permission of instructor
Investigation of the sculptural possibilities of a space through art making, conceptual development, and personal research with a focus on contemporary and historical issues. (FALL)

557 Site-Specific Sculpture (3:1:6)
Pr. 355, or permission of instructor
• *May be repeated for credit.*
Provides opportunity to make site-specific sculptures; process of making work in the public arena from initial conception, interaction with jury committee to completed sculpture. (SPRING)

592 Professional Practices, Aesthetics, and Preparation for the Visual Artist (3:3)
Pr. graduate students: full time graduate status; undergraduates: completion of 50 s.h. toward studio major, or permission of instructor.
• *May be repeated once for credit.*
Emerging artists participate in their community and acquire the skills of career professionals. Students will engage in critical dialog related to gallery lectures, exhibitions, and symposia, and prepare to exhibit, present, and document their studio work. (FALL & SPRING)

ART HISTORY Courses

Courses for Undergraduates

100 Introduction to Art (3:3)
GE Core: GFA
AULER/CLER: FA/CFA
Intensive study of selected works of art with an emphasis on formal analysis and the relationship between art and culture. (FALL & SPRING)

101 Survey of Western Art (3:3)
GE Core: GFA
AULER/CLER: FA/CFA
Major artists and periods starting with the ancient world through current times. (FALL & SPRING)

102 The Black Atlantic: Cross-Cultural Representations (3:3)
AULER/CLER: NW/CNW
Course interprets visual constructions from the African, African American, and European traditions as they relate to the history of slavery and the colonization of the New World.

103 Survey of Visual Art in Non-Western Traditions (3:3)
GE Core: GFA *GE Marker: GN*
A survey of the visual arts in India, China, Japan, Mesoamerica, and Africa. (FALL)

200 History of Western Architecture (3:3)
Architecture in Europe and the U.S.A. from ancient Greece to the present.

201 Ancient Art (3:3)
Art and architecture of Ancient Greece and Rome from the Bronze Age through A.D. 337.

202 Medieval Art (3:3)
Art and architecture of Europe from Early Christian times through the late Gothic period ca. A.D. 1400.

203 Renaissance through Rococo (3:3)
Visual arts of Europe during the Renaissance, Mannerist, Baroque, and Rococo periods. (FALL)

204 Modern Art (3:3)
Visual arts in the West from ca. 1790 to the present. (SPRING)

300 Greek Art (3:3)
Pr. 100 or 101 or 201
Architecture, sculpture, and vase painting from ca. 1000 B.C. to the end of the Hellenistic period.

301 Early Medieval Art (3:3)
Pr. 100 or 101 or 202
Early medieval art of the Mediterranean World from ca. A.D. 300 to 1066 including Early Christian, Celtic, Carolingian, and Early Islamic periods.

302 Romanesque Art (3:3)
Pr. 100 or 101 or 202
Romanesque Art throughout Europe from ca. A.D. 1050 to ca. 1180: architecture, sculpture, manuscript illumination, and mural painting.

303 Gothic Art (3:3)
Pr. 100 or 101 or 202
Art in Europe from ca. 1160 to ca. 1400: architecture, sculpture, manuscript illumination, and mural painting.

304 Italian Renaissance Art (3:3)
Pr. 100, or 101 and 203, or permission of instructor
Art in Italy from ca. 1300 to ca. 1600; painting, sculpture, architecture. (FALL)

305 Northern Renaissance Art (3:3)
Pr. 100 or 101 or 203
Art in Europe north of the Alps from ca. 1400 to ca. 1560. Painting and graphic arts emphasized.

306 Baroque Art (3:3)
Pr. 100, or 101 and 203, or permission of instructor
Seventeenth-century art in Europe: painting, sculpture, architecture, and landscape architecture. (SPRING)

307 European Art in the Eighteenth Century (3:3)
Pr. 100, or 101 and 203, or permission of instructor
A survey of European art media, practice, theory, and issues surrounding patronage during the century.

308 European Art in the Nineteenth Century (3:3)
Pr. 100, or 101 and 204, or permission of instructor
Painting, sculpture, and architecture from 1800 to 1900.

309 Architecture in the Twentieth Century (3:3)
Pr. 100 or 101 or 200
The components of style, theory, structure, and material as embodied in the architecture of the century.

310 American Art (3:3)
Pr. 100 or 101
Historical development of art in the United States including the colonial period. Painting and architecture emphasized.

311 Early Twentieth-Century Art (3:3)
Pr. 100, or 101 and 204, or permission of instructor
Painting, sculpture, architecture, and other media from 1900 to World War II.

312 Late Twentieth-Century Art (3:3)
Pr. 100, or 101 and 204, or permission of instructor
Traditional and new media in the last half of the century.

313 History of Photography (3:3)
Pr. 100 or 101 or permission of instructor
A lecture course in the exploration of the photographic image, how it was produced, how it has evolved, and the work of the photographers who make it an art.

314 African Art (3:3)
GE Marker: GN
African art as one of the great and original world art traditions. Attention will be placed on concepts with stress on the religious and social functions of art. (SPRING)

400 Special Problems, Art History and Criticism (3:3)
Pr. 15 s.h. of art history and criticism and approval of instructor
- *May be repeated once for credit when topic varies.*

Directed program of reading and research.

402 Experimental Course: Art History Seminar in Research (3:3)
Pr. all required 100- and 200-level courses should be completed.
Art history research seminar with lectures, discussions, and oral and written presentations of topics from the students' interests. Participants gain subject knowledge, standard research methods, and presentation skills within the discipline.

493 Honors Work (3–6)
See prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

500 Traditions of Art Criticism (3:3)
Pr. junior standing or graduate status
A study of the major critical traditions from the Italian Renaissance to the present, aiming to define the role of criticism in the production and reception of works of art.

501 Topics in the History of Art (3:3)
Pr. junior standing or graduate status
- *May be repeated when topic varies.*

Special topics in the history of art, ancient to modern.

502 Historiography and Methodology (3:3)
Pr. graduate status in the Art Department, completion of 15 or more undergraduate s.h. in art history, or written permission of the instructor
Case studies in the development of art history as a discipline and applied practice of methodologies developed for art-historical analysis. (FALL)

MUSEUM STUDIES Courses

Courses for Undergraduates

401 Special Problems: Museum Studies (3:3)
Pr. 15 s.h. art history/criticism and approval of instructor
- *May be repeated once for credit when topic varies.*

Directed program of reading, research, or curatorial projects in the Weatherspoon Art Gallery and other museums.

Courses for Advanced Undergraduates & Graduate Students

590 Museum Studies (3:3)
Pr. junior standing and permission of instructor
A study of the diverse operations and institutional missions of art museums, including management, governance, development, collections management, education, and curatorial activities.

ART EDUCATION Courses

Courses for Undergraduates

360 Foundations of Art Education (3:2:1)
Pr. junior standing
An introduction to the art theoretical and philosophical foundations for Art Education K–12. A field placement practicum in schools or other appropriate settings is included. A prerequisite for student teaching.

363 Curriculum and Teaching Methods in the Elementary School (3:2:2)
Pr. 360 and permission of instructor
- *For art education majors only.*

Aims and philosophy of art education in elementary school. Special section for art majors only offered in the fall. (Counts as Art credit.)

365 Curriculum and Teaching Methods in the Secondary School (3:2:2)
Pr. 18 s.h. of art, 360
Aims, philosophy, and curricula of art education in the secondary school; selection, preparation, and use of teaching materials. (Counts as Art credit.)

367 Child Art and Teaching (3:2:2)
Pr. junior standing
- *Not open to Art Education majors.*

An introduction to the theoretical and philosophical foundations for Art Education (birth to middle school), including hands-on experience with school art media.

463 Student Teaching in the Elementary School (6:1:10)
Pr. senior standing with 2.70 GPA or above; CUI 450, ART 363, 365
Supervised student teaching at the elementary school level.

465 Student Teaching in the Secondary School (6:1:10)
Pr. senior standing with 2.70 GPA; CUI 450, ART 363, 365
Supervised student teaching at the secondary school level.

468 Teaching Practice and Curriculum in Art (3:1:4)
Pr. admission to the "A" licensure only program for Art K–12 and/or permission of the instructor
- *Enrollment restricted to "A" licensure only students*

Curriculum development for K–12 art teaching, professional theory, development, standards and guides for effective teaching, and observations of student's classroom practice. (SPRING)

For Advanced Undergraduates and Graduate Students

563 Trends and Teaching in Art: Special Populations (3:2:1)
Pr. completion of 363, student teaching, or equivalent or permission of instructor

Curricular and instructional principles, processes and designs applicable to special populations in various school, institutional, or community settings.

565 Issues in Art Education (3:3)
Pr. graduate status or permission of instructor
- *May be repeated once for credit when topics vary.*

Exploration of issues in art or education which affect the teaching of art.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Astronomy

(see Physics & Astronomy)

Biochemistry

(see Chemistry and Biochemistry)

Department of Biology

College of Arts & Sciences

312 Eberhart Building
336/334-5391
www.uncg.edu/bio

FACULTY

John Lepri, Associate Professor and Head of Department
Professors Cannon, Gatten, Henrich, Hershey, Lacey, O'Brien, Rublee, Stavn, Sullivan (Chancellor of UNCG)
Associate Professors Katula, Kirchoff, Leise, Schug
Assistant Professors Adamson, Hens, Kalcounis-Rüppell, LaJeunesse, Mou, Patel, Remington, Rueppell, Steimle, Tomkiel
Lecturers Bundy, Gouzoules, Horton, Lamb, Loreth, Maxwell, Pearce, Pelli, Powell, Singletary, Somers, Tomlin

ADJUNCT FACULTY

Adjunct Professors Johnston, Logan, McIntosh
Adjunct Clinical Professor Lipford
Adjunct Associate Professors Blake, Pratap
Adjunct Clinical Associate Professor Hopkins
Adjunct Assistant Professor Curtis
Adjunct Clinical Instructors Anderson, Bean, Culton, Gaither, Hobson, Scaro, Shirley, Simmons, Yarborough

The Department of Biology has a strong commitment to teaching at both the undergraduate and graduate levels. Recipients of undergraduate biology degrees find employment in a wide range of fields and are well-prepared for further study in graduate school and in health-related professions such as medicine, dentistry, and veterinary medicine. Writing- and speaking-intensive courses and laboratory classes help develop communication and research skills.

The department's tradition of excellence in education is complemented by a faculty actively engaged in research in areas ranging from molecular biology and biochemistry to ecology and evolution. Students are encouraged to gain research experience through independent study with a faculty mentor.

Transfer Credit

Credit for courses above the 100 level is transferred as Biology elective credit only. To establish transfer credit for specific Biology courses above the 100 level, students should contact the Director of Undergraduate Studies. Transfer students are reminded that at least 12 credit hours in the major must be completed at UNCG.

Biology Major (BIOL)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Biology, U117
Environmental Biology, U122

The Department offers a full range of courses leading to the B.A. degree. The degree may lead to further study in graduate school, medicine, dentistry, veterinary medicine, medical technology, biotechnology, and environmental biology. See also the descriptions of pre-professional programs, pp. 278–280, concerning their requirements. Both study and laboratory facilities are available to advanced undergraduates.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: MAT 151 or 191	
Natural Sciences (GNS)	7
required: BIO 111 and CHE 111	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture either a GHP/GPM or GMO course	3
Natural Sciences required: BIO 112	4
Social and Behavioral Sciences (GSB) one additional GSB course	3
Foreign Language (GFL) intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	0–12
Writing Intensive Courses (WI) a total of four WI courses	

IV Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100 level. CHE 420 or 556 can be counted toward the minimum required 30 hours of Biology for the major in lieu of BIO 535. A maximum of four hours at the 200 level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Courses

In meeting this requirement for hours above the 100 level, all B.A. in Biology majors must complete the following core courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370
5. At least two of the following core laboratory courses: BIO 302, 356, or 393

V Related Area Requirements

Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115
2. MAT 151 or 191

The department highly recommends the following courses in addition to the required cognates:

1. CHE 351, 352, 354
2. MAT 191, 292
3. STA 271, or 571 and 571L
4. PHY 211, 212

B.A. in Biology with Concentration in Environmental Biology

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions.

Basic requirements beyond the Biology Core

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)
3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 522, 526, 527, 528, 529, 560, or 579

Additional requirements

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103 or GEO 106)
3. At least one of the following courses: CHE 252; GEO 205, 303, 311, 314; PSC 312, 313; SOC 346; ECO 380

Strongly recommended

CHE 351, 352, 354; PHY 211, 212 or 291, 292; MAT 191

Biology Major (BIOL)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Biology, U116
Biotechnology, U214
Environmental Biology, U118
Human Biology, U863

The Bachelor of Science degree is offered for those students aspiring to a professional career in biology, and for those students with particularly strong interests in the discipline. See also the descriptions of pre-professional programs, pp. 265–267, concerning their requirements. A student pursuing the Bachelor of Science is expected to develop a stronger background in mathematics and cognate sciences and to attain a greater understanding of biology than will a student pursuing a Bachelor of Arts degree. Bachelor of Science students will also be strongly encouraged to undertake an individual research project with a faculty member during their junior and/or senior year.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course (*student may select*)	3
Mathematics (GMT)	3
required: MAT 191	
Natural Sciences (GNS)	7
required: BIO 111 and CHE 111	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	4
required: BIO 112	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
Intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
A total of four WI courses	

IV Major Requirements

Biology majors must complete BIO 111 and 112, and a minimum of 30 semester hours of Biology courses above the 100 level. CHE 420 or 556 can be counted toward the minimum required 30 hours of Biology for the major in lieu of BIO 535. A maximum of four hours at the 200 level may be counted toward the major. Students must have a grade point average of at least 2.0 in Biology courses completed at UNCG.

Biology Core Requirements

In meeting this requirement for hours above the 100 level, all B.S. Biology majors must complete the following courses; completion of at least four of these requirements is strongly recommended prior to enrollment in courses numbered 400 and higher.

1. Ecology: BIO 301
2. Cell Biology: BIO 355
3. Genetics: BIO 392
4. Diversity: one of the following: BIO 322, 341, 354, or 370
5. At least two of the following laboratory core courses: BIO 302, 356, or 393
6. At least one course at the 500 level

Undergraduate Research (BIO 499) or Honors Work (BIO 493), for 2 or more s.h., are also strongly recommended.

V Related Area Requirements

B.S. Biology majors are required to take the following cognate courses or their approved equivalents:

1. CHE 111, 112, 114, 115, 351, 352, and 354
2. MAT 191 and either MAT 292 or STA 271 (or STA 571 and 571L)
3. PHY 211, 212 or PHY 291, 292

B.S. in Biology with Concentration in Biotechnology

The concentration in biotechnology is designed for students with a strong interest in molecular biology and genetics. Courses will prepare students in both conceptual aspects of molecular biology and their practical application in biotechnology and genetic engineering. CHE 420 or 556 can be counted toward the required 30 semester hours of Biology needed for the major.

Basic requirements beyond the Biology Core

BIO 481, 494, 499 (at least 1 hr), BIO 535 (or CHE 420 or CHE 556), BIO 596 (at least 1 hr), BIO 597 (at least 1 hr)

Strongly recommended

BIO 424, 528, 583, 584, 595, and additional s.h. of BIO 499, 596, and 597

Note: Students will be expected to attend seminars covering biotechnology topics.

B.S. in Biology with Concentration in Environmental Biology

This concentration is designed for students with a strong interest in environmental biology. The concentration provides students with a breadth and depth of environmental awareness, rigorously prepares them for advanced studies in environmental biology and trains them for environmentally-oriented professions.

Basic requirements beyond the Biology Core

1. BIO 302
2. One additional course in Biological Diversity (BIO 322, 341, 354, or 370)

3. BIO 431
4. At least two of the following advanced Biology courses: BIO 420, 430, 522, 526, 527, 528, 529, 560, or 579

Related area requirements same as B.S. degree above, plus the following additional requirements

1. Statistics (STA 271 or 571 and 571L)
2. Introduction to Earth Science (GEO 103 or GEO 106)
3. At least one of the following courses: CHE 252; ECO 380; GEO 205, 303, 311, 314; PSC 312, 313; SOC 346

B.S. in Biology with Concentration in Human Biology

This concentration is designed for biology majors who want to develop the ability to integrate biological knowledge as it relates to human beings. The study of human biology requires fundamental knowledge of basic life science, since humans and other animals share a large number of structural, chemical, and control mechanisms. Moreover, human behavior occurs within a specific evolutionary and ecological setting, just as it does in other animals. Full appreciation of human biology, including our complex brains, our communication and conceptual abilities, and our social structures, requires an understanding drawn not only from biology but also from basic courses in anthropology and psychology, and from additional academic disciplines in the humanities and sciences.

Recommendation within the Biology Core

Completion of a statistics course listed in the Related Area Requirements for the B.S. degree is strongly recommended (STA 271 or STA 571/571L).

Basic requirements beyond the Biology Core

1. BIO 277 or 271
2. At least three of the following BIO courses: 425, 430, 438, 453, 464, 472, 479, 481, 567, 578, 583, 584, 595

Related area requirements same as B.S. above, plus the following additional requirements (12 semester hours)

1. ATY 253
2. PSY 230
3. Two courses in two different departments selected from among the following:
   ATY 331, 357, 553, 555, 559; CHE 420, 556; ESS 375; GRO 501; HIS 311, 359; HDF 211, 212; HEA 201, 207, 260, 314, 315, 316; NTR 213; PHI 220, 520; PSY 435, 436, 457; SOC 101, 201, 227, 261; SES 240

Biology Minor

Required: minimum of 17 semester hours

A minimum of 17 semester hours in biology is required for a minor in biology. A student must have at least a 2.0 GPA in Biology courses completed at UNCG to receive a minor in Biology. The following courses are required:

1. BIO 111 and 112
2. One course from two of the following four categories:
   Ecology: BIO 301
   Cell Biology: BIO 355
   Genetics: BIO 392
   Diversity: BIO 322, 341, 354, or 370

Biology as a Second Major

Students who wish to declare a second major in Biology must complete all requirements listed above under the degree selected.

Second Academic Concentration in Biology

Required: 24 semester hours

A total of 24 semester hours in biology is required for a second academic concentration in Biology. The following courses are required:

1. BIO 111 and 112
2. One course from three of the following four categories:
   Ecology: BIO 301
   Cell Biology: BIO 355
   Genetics: BIO 392
   Diversity: BIO 322, 341, 354, or 370

Biology Major with Secondary Subject-Area Teacher Licensure

B.A. in Biology with "A" Licensure, U119

B.S. in Biology with "A" Licensure, U218

Undergraduates seeking secondary teacher licensure in biology must satisfy the requirements for the B.A. or B.S. degree in Biology and must also complete GEO 103, MAT 151 or 191, and PHY 205/205L or PHY 211 or PHY 291. See additional information in this catalog in **Teacher Education Programs**.

Students seeking admission to the UNCG Teacher Education Program with a major in Biology must meet the following minimum requirements of the Department of Biology:

1. Completion of a minimum of 9 s.h. in biology courses, with at least 6 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.50 for biology courses completed at UNCG.

Students already admitted to the UNCG Teacher Education Program with a major in Biology who are seeking admission to Student Teaching must meet the following requirements of the Department of Biology:

1. Completion of a minimum of 18 s.h. of biology courses, with at least 15 of those hours from courses taken at UNCG.
2. A grade point average of at least 2.50 for biology courses completed at UNCG.

Initial "A" Licensure Only

AOS Codes, see above

Students who have an undergraduate degree and who are seeking Initial "A" Licensure in Biology must complete the requirements for a B.A. or B.S. in Biology at UNCG with a biology grade point average of 2.50 or better. Course selection must be completed in consultation with the Head of the Department of Biology. Students who have already taken biology courses as part of their undergraduate program should contact the Head of the Department of Biology to determine if any of those courses can be accepted as meeting some of the requirements for "A" licensure in Biology at UNCG.

Questions about the above requirements should be directed to the Head of the Department of Biology.

Honors in Biology

Requirements

Eighteen semester hours to consist of:

- 3 s.h. of HSS 490 Senior Honors Project
- 3–6 s.h. of BIO 493 Honors Work (only 6 s.h. may be counted toward the 30 s.h. minimum in the Biology major)
- One hour credit in any of the Department's journal clubs
- Two (2) 500-level Biology courses (for 6–8 s.h. credit)
- One Contract Honors course in Biology at the 300, 400, or 500 level (for 3–4 s.h. credit)
- Oral presentation of Honors Thesis to a committee of three Biology Faculty is required.

Qualifications

- A grade of B or higher in all course work used to satisfy the Honors requirements in Biology
- A declared Biology Major
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Biology" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Dr. Robert Cannon, Honors Liaison, for further information and guidance about Honors in Biology.

Accelerated Master's Program for Biology Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A. in Biology/M.S. in Chemistry program requirements.

BIOLOGY COURSES (BIO)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

105 Major Concepts of Biology (3:3)
GE Core: GNS CAR: GLS
AULER/CLER: NS/CLS
- *For students not planning to take additional biology courses.*
- *Students who have prior credit for BIO 111, 112 may not take BIO 105 for credit.*

Introduction to major concepts in biology. Topic sections emphasize specific areas including conservation biology, biotechnology, and current issues. Survey sections emphasize basic aspects of biology, including genetics, physiology and ecology. (FALL & SPRING)

105L Major Concepts of Biology Laboratory (1:0:2)
GE Core: GNS CAR: GLS
AULER/CLER: NS/CLS
Pr. or Coreq. concurrent enrollment in BIO 105 or previous credit for 105
- *For students not planning to take additional biology courses*
- *Students who have prior credit for BIO 111, 112 may not take BIO 105L for credit.*

Designed to acquaint non-science majors with basic laboratory practices and major ideas in biology, including function of cells, the human body, mechanisms of heredity, ecology, and evolution. (FALL & SPRING)

111 Principles of Biology I (4:3:3)
GE Core: GNS CAR: GLS
AULER/CLER: NS/CLS
Coreq. BIO 111L

Prerequisite for most other biology courses. Lecture and laboratory cover the fundamental principles of biology including the molecular and cellular basis of life, genetics, and biotechnology. A passing grade in lecture must be achieved for successful competion of this course. (FALL & SPRING)

112 Principles of Biology II (4:3:3)
GE Core: GNS CAR: GLS
AULER/CLER: NS/CLS
Pr. grade of C- or better in 111
Coreq. BIO 112L

Prerequisite for 300-level courses and above. Continuation of 111 and includes laboratory. Fundamental principles of biology including botany, zoology, evolution, and ecology. A passing grade in lecture must be achieved for successful completion of this course. (FALL & SPRING)

271 Mammalian Anatomy (4:3:3)
Pr. 111

Human anatomy with study of skeletons, models, and anatomical preparations. Includes dissection of cat.

277 Mammalian Physiology (4:3:3)
Pr. 111 and high school chemistry with grade of C or better

Human physiology with emphasis on homeostatic mechanisms.

280 Fundamentals of Microbiology (4:3:4)
Pr. 111, and either 271 or 277
- *Students cannot receive credit for both this course and BIO 481.*

General survey of microscopic life and its impact on medicine, public health, and the environment. Includes laboratory work with bacteria, emphasizing aseptic technique.

Prerequisite for all remaining courses (300, 400, and 500 levels): a grade of C- or better in both 111 and 112

301 Principles of Ecology (3:3)
Pr. 111 and 112

Introduction to fundamentals of ecology. Principles relating to populations, communities and ecosystems. Particular emphasis placed on the many dimensions of interdependence within ecosystems. (FALL & SPRING)

302 Introductory Ecology Laboratory (1:0:4)
Pr. 111 and 112, and 301 (may be taken concurrently)

Laboratory course to accompany BIO 301. Several field trips. (FALL & SPRING)

322 Plant Diversity (4:3:3)
Pr. 111 and 112

Introduction to the plant, fungi, and protista kingdoms. Emphasis is on structure, reproduction, and life cycles of the organisms. (FALL)

341 Invertebrate Zoology (4:3:3)
Pr. 111 and 112

Major invertebrate groups with emphasis on ecology, physiology, evolution, and structural adaptations of representative types. Weekend coastal field trip required. (SPRING)

354 Plant Systematics (4:3:3)
Pr. 111 and 112

Introduction to the classification and evolution of vascular plants. The principles of classification and characteristics of selected plant families are emphasized. (SPRING)

355 Cell Biology (3:3)
Pr. 111 and 112, and CHE 114 or equivalent
Study of cellular organization and function. Fundamental biochemical properties, including cellular components, enzyme function, energetics, and metabolism studied in relation to cellular structure, membrane function, cell movement, and cytoplasmic compartments. (FALL & SPRING)

356 Cell Biology Laboratory (1:0:3)
Pr. 111 and 112, and 355 (may be taken concurrently)
Laboratory exercises to complement lecture material of 355. (FALL & SPRING)

361 Biology and Conservation of Sea Turtles (3:1:6)
Pr. 111 or permission of instructor
- *Travel fees involved, see instructor for details.*

Students spend 2 weeks in July/August in Tortuguero, Costa Rica assisting with tagging and collecting data on nesting turtles. Seminar and NC field trip in spring. (ODD)

370 Vertebrate Zoology (3:2:3)
Pr. 111 and 112
Classification, identification, and phylogeny of all classes of vertebrates, with field work. (FALL)

392 Genetics (3:3)
Pr. 111 and 112
Mendelism and modern trends in genetics. (FALL & SPRING)

393 Genetics Laboratory (1:0:4)
Pr. 111 and 112, and 392 (may be taken concurrently)
Laboratory course to complement BIO 392. Exercises employ both classic genetic approaches and modern recombinant DNA technology. (FALL & SPRING)

420 Marine Biology (3:3)
Pr. 111 and 112, and one of the four core courses
An introduction to marine organisms and their habitats; special attention given to adaptations necessary for marine life, physical oceanography, and basic ecological principles; one weekend coastal field trip is required. (EVEN SPRING)

424 Plant Physiology and Biotechnology (3:2:3)
Pr. 111 and 112, and 355
Physiological processes involved in plant growth spanning effects from the molecular to the environmental level. Laboratories will utilize biotechnological manipulations of the model plant Arabidopsis. (SPRING)

425 Biological Clocks (3:3)
Pr. 111 and 112, and one of the four core courses
Descriptive survey of behavioral and physiological rhythms in humans and other animals, including circadian, tidal, lunar, seasonal and circannual cycles, with ecological considerations and implications for human health.

430 Biological Evolution (3:3)
Pr. 111 and 112, and 301 and 392, and a diversity course
Survey of modern systematics and the biological mechanisms responsible for diversity among living forms. (SPRING)

431 The Biosphere (3:3)
Pr. 111 and 112, and 301
A study of environmental issues in biology, specifically ecosystems, population dynamics, biodiversity and extinction.

438 Animal Behavior (3:3)
Pr. PSY 121 and 230, or BIO 111 and 112
- *Students cannot receive credit for both this course and BIO 439 or PSY 438 or 438L.*

Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. (Same as PSY 438)

439 Animal Behavior with Laboratory (4:3:3)
Pr. PSY 230 and 311, or BIO 111 and 112
- *Students cannot receive credit for both this course and BIO 438 or PSY 438 or 438L.*

Application of theory of evolution to animal behavior. Includes laboratory and field techniques for assessing behavioral adaptations. Surveys several behavioral categories in a variety of species. (ALT SPRING) (Same as PSY 438L)

453 Vertebrate Morphogenesis (4:3:3)
Pr. 111 and 112, and 355
Vertebrate development focussed on cellular and molecular mechanisms of induction, differentiation, and morphogenetic processes that give rise to the adult body plan. Laboratory includes study of vertebrate embryos and adult specimens. (FALL)

464 Developmental Biology (4:3:3)
Pr. 111 and 112, and 355
A survey of developmental processes in plants and animals. Topics will include fertilization, achievement of multicellularity, cell determination and differentiation, pattern development, and the genetic regulation of such processes. (SPRING)

472 Histology (4:3:4)
Pr. 111 and 112, and 355
Microscopic anatomy of vertebrate tissues. Emphasis on correlation of cell and tissue functions with structures visible under the light and electron microscopes. (ODD SPRING)

477 Animal Physiology (3:3)
Pr. 111 and 112, and 355
Physiology of invertebrates and vertebrates including metabolism, temperature regulation, respiration, blood, circulation, water and ion balance, excretion, and the nervous, sensory, endocrine, and muscular systems. (EVEN FALL)

479 Neurobiology (3:3)
Pr. 111 and 112, and 355
Survey of major integrative mechanisms used by nervous systems from invertebrates to humans. Synaptic transmission, sensory processing and activity of neural circuitry controlling behavior will be analyzed. (ODD FALL)

481 General Microbiology (4:3:4)
Pr. 111 and 112, and two of the following three courses: 301, 355, 392, or permission of instructor
Introductory survey of microbiology, emphasizing the role of microorganisms in everyday life. (FALL)

490 Medical Technology Clinical Year (30)
- *Enrollment restricted to majors in the Medical Technology program who have been accepted to a clinical program and are completing requirements for the B.S.M.T..*

Registration and credit are structured as follows: BIO 490A (fall semester—12 s.h.), BIO 490B (spring semester—12 s.h.) and BIO 490C (summer session—6 s.h.).

493 Honors Work (3–6)
See prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes**

**Only 3 s.h. credit allowed in combination with BIO 497 or 499*

494 Introduction to Biotechnology (4:3:4)
Pr. 111 and 112, and 12 s.h. of biology or chemistry above the 100 level, including BIO 392

Introduction to the principles and techniques of biotechnology. Includes molecular cloning, DNA sequencing, and gene expression. Explores topics such as gene amplification, gene therapy, and DNA fingerprinting. (SPRING)

497 Internship in Biology (1–3:0:3–9)
Pr. minimum overall GPA of 2.80; two of 301, 322, 341, 354, 355, 370, 392 with a grade of C or better; and permission of instructor
- *May be repeated for up to 6* s.h. credit with departmental permission.*

**Only 3 s.h. credit allowed in conubination with BIO 493 or 499*

Students work at site outside University for a minimum of 45–135 s.h. under direction of faculty and on-site supervisor. Times vary. Prior approval required.

498 Biology Seminar (1:1)

Oral reports and discussions of topics from current literature of biology by students, faculty and guest lecturers.

499 Undergraduate Research (1–3)
Pr. 111 and 112, and two core courses, and permission of instructor
- *May be repeated for up to 6* s.h. credit with departmental permission.*

**Only 3 s.h. credit allowed in combination with BIO 493 or 497*

Biological research under the direction of a faculty member, culminating in a written report. Research will include laboratory and/or field work and/or directed readings of the literature. Times by arrangement.

Courses for Advanced Undergraduates & Graduate Students

501 Advanced Topics in Animal Ecology (3:3)
Pr. 111 and 112, and a previous course in ecology

Directed readings in the literature of physiological ecology, growth and regulation of populations, community structure, energy flow, mineral cycling, and other areas of current research interest.

502 Advanced Topics in Animal Physiology (3:3)
Pr. 111 and 112, and 277 and 355

Study of physiological mechanisms; selected problems from current literature.

503 Advanced Topics in Biochemistry (3:3)
Pr. 111 and 112, and 535

Directed readings and reports from the biochemical literature. Structure and biosynthesis of macromolecules and the composition and kinetic characteristics of biochemical pathways.

504 Advanced Topics in Cell Biology (3:3)
Pr. 111 and 112, and 355

Advanced treatment of cell biology covering selected topics such as gene regulation, protein sorting, cell cycle control, apoptosis. The course will consist of lectures and discussion of research articles.

505 Advanced Topics in Ecological Physiology (3:3)
Pr. 111 and 112, and 477 or 579

Study of a major topic in ecological physiology of animals, including mechanisms by which physiological processes change in response to environmental alterations and the ecological significance of those changes.

506 Advanced Topics in Genetics (3:3)
Pr. 111 and 112, and 392

Basic mechanisms of gene action in microbes, animals, and plants.

507 Advanced Topics in Neurobiology (3:3)
Pr. 111 and 112, and 477 and 479, or permission of instructor

Directed readings on fundamental physiological principles of nervous system functioning. Topics may include motor pattern generation, sensory transduction, sensori-motor integration, neurohormonal modulation of behavior.

509 Advanced Topics in Microbiology (3:3)
Pr. 111 and 112, and 481

Critical review of current research covering a wide range of topics including infectious diseases, bacterial physiology, marine microbiology, and immunology. Focus on students' interests or needs.

510 Advanced Topics in Plant Ecology (3:3)
Pr. 111 and 112, and a previous course in ecology

Studies of special terrestrial communities or plant groups.

511 Advanced Topics in Plant Physiology (3:3)
Pr. 111 and 112, and 424

The physiology of growth and development in vascular plants treated in terms of phytohormones, nutrition, theories of transport, and environmental factors.

512 Advanced Topics in Plant Structure and Evolution (3:3)
Pr. 111 and 112, and 322 or 354, or permission of instructor

Study of current topics in plant structure, development, and evolution. A term paper is normally required.

513 Advanced Topics in Reproductive Biology (3:3)
Pr. 111 and 112, and 464, or permission of instructor

Directed readings and original research on reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

515 Advanced Topics in Vertebrate History (3:3)
Pr. 111 and 112, and 271 or 453, and 370, and 392; and permission of instructor

Directed/independent study of classification and phylogeny of particular vertebrate groups that results in a term paper.

520 Ecosystem Ecology (3:3)
Pr. BIO 301

Introduction to ecosystem function, structure, and dynamics; basic ecosystem theories; discussions of key processes governing energy flow and nutrient cycling; comparison of ecosystems; selected original literature. (ALT SPRING)

522 Landscape Ecology (3:3)
Pr. 111 and 112, and 301; STA 271 recommended
Coreq. 523

Introduction to patch-corridor-matrix structure of landscapes and their impact on ecological processes. Discussion of landscape indices, spatial heterogeneity, current issues, and general approaches in landscape ecology. (FALL)

523 Landscape Ecology Laboratory (1:0:4)
Pr. 111 and 112, and 301
Coreq. 522

Field labs to observe different landscape structures and conduct course projects for comprehending principles of landscape ecology. Students will use computer labs for GIS basics, landscape analyses. (FALL)

526 Conservation Biology (3:3)
Pr. 111 and 112, 301 and 392; STA 271 recommended

Introduction to habitat and species conservation; topics include genetic diversity, demographic patterns of rare species, habitat fragmentation, design and management of nature reserves, ecological restoration. (EVEN FALL)

527 Terrestrial Plant Ecology (3:2:3)
Pr. 111 and 112, and 301; STA 271 recommended
Application of principles of ecology to plants and plant communities. Experimental methods stressed in laboratory work. Two required weekend field trips. (ODD FALL)

528 Microbial Ecology (3:3)
Pr. 111 and 112, and 301, and either 280 or 481, or permission of instructor
Emphasis on current areas of active research with reference to applied problems. (EVEN SPRING)

529 Aquatic Ecology (3:3)
Pr. 111 and 112, and 301, and CHE 114, or permission of instructor
The study of the geology, physics, chemistry, and ecology of lakes, including reserviors and streams with comparisons to the ocean.

535 Metabolic Regulation in Health and Disease (3:3)
Pr. 111 and 112, and 277 or 355 or 392, or permission of instructor
Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. (SPRING)

543 Biophysics (3:3)
Pr. 111 and 112, and PHY 211/212 or 291/292; and MAT 191; and BIO 355; and CHE 111/114; or permission of instructor.
Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes. (ALT FALL) (Same as PHY 543)

545 General Biochemistry Laboratory (1:0:3)
Pr. 111 and 112, and 535 (may be taken concurrently)
Experimental work designed to complement lecture material of 535. (FALL)

549 Current Topics in Biology (1–3)
Pr. 111 and 112, and permission of instructor
Advanced topics courses in the biological sciences. Topics vary with instructor.

552 Metamorphosis (3:3)
Pr. 111 and 112, and 355, and one 400-level course in Biology
Readings, discussions, and oral presentations of current literature on metamorphosis in animals. Mechanisms controlling metamorphosis, evolution of complex life cycles, and adaptations to differing habitats.

555 Vertebrate Reproduction (3:3)
Pr. 111 and 112, and 464
An advanced treatment of the diversity of vertebrate reproductive biology, with emphasis on structural, regulatory, behavioral, and evolutionary aspects.

560 Symbiosis (3:3)
Pr. 111 and 112, and any three core courses, or permission of instructor
Symbiotic interactions of living organisms from an evolutionary perspective. Metabolic, genetic, behavioral, and ecological adaptations which allow symbioses to be formed and maintained will be discussed. (ODD SPRING)

567 Chemical Senses (3:3)
Pr. 111 and 112, and 355, and one of the following: BIO 277, 472, 477, 479, PSY 435, PSY 436, or permission of instructor
Exploration and interactive discussion of chemosensory stimuli, chemosensory transduction mechanisms, neural processing of chemosensory information, and organismal consequences of chemoreception.

573 Drugs and the Brain (3:3)
Pr. 111, 112, 355, and one of the following: 277, 477, 479, PSY 230; or permission of the instructor.
- *CHE 351 recommended.*

Pharmacology of major neurotransmitter systems in the brain and nervous system. Actions of clinically relevant drugs on these systems will be analyzed along with major drugs of abuse. (ALT FALL)

575 Neuroanatomical Techniques (3:2:4)
Pr. 111 and 112, and 355 and one of the following: BIO 453, 472, 477, 479, PSY 435, or permission of instructor
Practical experience with a variety of neuroanatomical procedures used to investigate the structural framework of nervous systems in invertebrate and vertebrate preparations. Students will learn to conduct independent projects. (ODD SPRING)

578 Hormones in Action (3:3)
Pr. 111 and 112, and 277 and 355 and 392
Hormonal signaling in humans and other animals is examined using developmental, physiological, behavioral, cellular, and molecular perspectives, with special emphasis on the adrenal glands and the gonads.

579 Environmental Physiology (3:3)
Pr. 111 and 112, and 341 or 355 or 370, and 277 or 477
Lectures, discussions, and student presentations on the physiology of animals as it is influenced by and is adapted to environmental conditions. (ODD FALL)

583 Virology (3:3)
Pr. 111 and 112, and 481 or permission of instructor
Selected topics in virology. Emphasis upon new trends in the study of animal, plant, and bacterial viruses at both molecular and cellular levels. (EVEN SPRING)

584 Immunology (3:3)
Pr. 111 and 112, and 481, or permission of instructor
Principles of immunology and serology covering both humoral and cellular aspects of immunobiology. Selected topics include: T and B cell, immunoglobulins, tolerance, hypersensitivity. (ODD SPRING)

589A Experimental Course: Insects (3:2:3)
Pr. BIO 111, 112, 341, or permission of instructor
Overview of the different insect orders, plus selected topics of insect behavior, ecology and evolution, and human-insect interactions. Laboratory includes behavioral experiments, ecological exercises, and training in taxonomy. (Offered fall '04)

589B Experimental Course: Ecology of Forests and Soils (4)
Pr. BIO 301 or equivalent
Interrelationships between forest communities and their environmental variables; introduction to forest soils; ecology of forest trees, populations, communities, and ecosystems will be discussed. Field labs to visit different forests and soils. (Offered fall '04)

591 Population Genetics and Molecular Evolution (3:3)
Pr. 111 and 112, and 392, or permission of instructor
Application of population genetic and molecular evolutionary theory to the study of natural history, natural selection, genome variation and organization, human evolution, conservation biology, and forensics. (ALT FALL)

592 Genomics (3:3)
Pr. 392 or permission of the instructor
An examination of genomic concepts and technologies, their application to understanding genome content, structure, function, and evolution, implications for understanding fundamental biological and health questions, and management of genomic data. (ALT FALL)

593 Genetics of Complex Traits (3:3)
Pr. BIO 392 or permission of instructor
Theory, experimental methods, and analysis related to the genetic basis for variation in complex traits, including quantitative and threshold traits in animals and plants, and complex human diseases. (ALT SPRING)

595 Advanced Genetics (3:3)
Pr. 111 and 112, and 392
Selected topics in genetics at an advanced level. Emphasis placed on comparative view of molecular mechanisms underlying animal and plant development. (EVEN SPRING)

596 Molecular Biological Approaches in Research (1:1)
Pr. 111 and 112, and 392
- *May be repeated for a total of 3 s.h. credit.*

Use of novel molecular approaches to address current questions in the life sciences will be explored by analyzing recent research reports and learning the principles underlying these approaches.

597 Workshops in Biotechnology (1:0.5:3)
Pr. 111 and 112, and 494, or permission of instructor
- *May be repeated for credit as long as letter suffix of course differs: workshops of a given letter may only be taken once.*

Individual, intensive four-week workshops focused on specific techniques in biotechnology. Provides hands-on experience designing and implementing a focused project utilizing current methods and bioinformatics. (FALL & SPRING)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Broadcasting & Cinema

College of Arts & Sciences

205 Brown Building
336/334-5360
www.uncg.edu/bcn

FACULTY

John Lee Jellicorse, Professor and Head of Department
Professor Fragola
Associate Professors Adams, Barr, Edwards, Frierson
Assistant Professors Baym, Ingram, Patrick, Podlas
Lecturers Donaldson, Longworth, Terres
Research Associate Bonney

The Department of Broadcasting and Cinema offers a major in Media Studies. The Media Studies major is designed to produce exemplary liberal arts graduates who can think critically and creatively, who can communicate clearly and effectively in oral and written discourse, who can skillfully and ethically employ contemporary media technology, and who are knowledgeable of the history and theory of film and electronic media. Given the diversity and complexity of moving image media, five concentrations are provided to permit each student to tailor his or her curriculum for in depth study in an area of the discipline.

The Department offers two minors: a non-production Film and Television Studies minor and a Radio minor, each requiring 18 semester hours of courses.

The Department's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in on-campus media productions, the student-run campus radio station, the UNCG Carolina Film and Video Festival (CFVF), various media workshops, and a strong local and national internship program. The CFVF is an annual, international competitive showcase for student and independent media producers. The Department hosts the Festival screenings and workshops each spring. BCN students produce *UNCG Today*, the University's commercially released television show.

The Department is housed in the Brown Building and in the Carmichael Radio and Television Center. The Carmichael Center, originally constructed as a television and radio facility, is a building unique within the city, region, and The University of North Carolina system. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty and graduate students in the Department's Master of Fine Arts program as a means of enriching their course of study.

Media Studies Major (MDST)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Film & Television Studies, U856
Film & Video Production, U857
News & Documentary, U858
Media Management, U835
Media Writing, U847

Admission Procedures for the Media Studies Concentrations

a. Admission to the University does not imply automatic admission to the Media Studies major. Students must make formal application.
b. Application is made at the end of the fall and spring semesters. Applicants will obtain admission application forms in BCN 100. Admission application forms are also available from the Broadcasting and Cinema Departmental office in 205 Brown Building.
c. The deadline for filing an application is Reading Day of fall or spring semesters. Applications received after Reading Day will not be processed until the next semester. The foundation courses (ENG 101, BCN 100, and BCN 101 or 102) must be completed prior to or during the semester at the end of which application will be made.
d. Since admission to the Media Studies Major requires a probationary year at UNCG, transfer students will usually require a minimum of six (6) semesters at UNCG to complete degree requirements. Community college transfers entering with associates degrees may not be able to enroll in a full-time schedule in the fall semester since BCN 101 and 102 are offered only in the spring.

Criteria for Admission to the Media Studies Major

a. Minimum overall grade point average of 2.20
b. Completion of ENG 101, BCN 100, and BCN 101 or 102, with grades of C or better
   Selection, upon admission, of a Media Studies concentration as listed below. Students are limited to registration in only one concentration and must receive permission to take courses in another concentration.
c. Students should not take courses outside their declared concentration. Exceptions will be made on a space available basis by approval of the course instructor. Students who appear to be following a Media Studies concentration but who have not been formally registered in that concentration may be prohibited from taking additional course work in that concentration.

Criteria for Continuing in the Media Studies Major

a. Initial admission to the Media Studies major does not guarantee the student the right to complete the degree program.
b. Continuation in the Media Studies major is contingent upon the following requirements.
   (1) Maintenance of a minimum overall GPA (currently 2.20). Students with GPAs below 2.20 may be granted up to two (2) semesters of probationary status (sequentially or in separate semesters), after which they shall be removed from the major if the GPA remains below 2.20. Students placed on probation may not take any restricted courses until they return to good standing. Restricted courses include BCN 271, 272, 350, 361, 370, 371, 373, 441, 468, 470, 471, 473, 551, 552, 553, 580, 585, 587, and 588.
   (2) Only grades of C or better taken in BCN or cognate courses substituted in the major will count toward completion of a major or minor.
   (3) Demonstration of high quality oral and written communication.
   (4) Adherence to all building and equipment policies and procedures, including the departmental and University shooting protocols.
   (5) Professional conduct and treatment of program equipment, including prompt payment of any charges assessed for equipment damage.
   (6) Compliance with all University regulations including the Academic Honor Policy. Plagiarism, submitting the same work to more than one class, falsified attendance records, etc., are grounds for dismissal from the major.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) — one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) — ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker.

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture — either a GHP/GPM or GMO course	3
Natural Sciences — one additional GNS/GLS or GPS course	3–4
Social and Behavioral Sciences (GSB) — one additional GSB course	3
Foreign Language (GFL) — intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	0–12
Writing Intensive Courses (WI) — a total of four WI courses	

IV Major Requirements

Minimum 40 semester hours in Media Studies (all levels).

Students must take the core requirements (22–23 hours) and one of five concentrations (18 hours) as listed below to complete the minimum requirements for the Media Studies major.

Core Requirements (22–23 semester hours)

BCN 100, 101 or 102, 203, 204, 205, 301, 407, 499

Concentration Requirements (18 semester hours)

1. Film and Television Studies

Film and Television Studies provides a broad-based approach emphasizing the analysis of film and television aesthetics, the social impact of film and television, and the interconnection among film, television, and culture. Film and Television Studies is recommended especially for students

interested in film and television art, criticism, research, history, and theory, and those who plan to undertake graduate studies.

The concentration requires a minimum of six (6) courses, including a capstone course as indicated. At least four (4) of the courses must be at the 300 level or above:

BCN 207

Five (5) courses from the following, including a capstone course as indicated:

At least two (2) but no more than four (4) courses chosen from: BCN 101 or 102 (one not chosen for the core requirement), 305, 325, 326, 515, 526, 527, 528. At least one from BCN 515, 526, 527, or 528 must be taken as a capstone course.

At least one but no more than three (3) courses from: ART 313; CST 200, 555; ENG 329; GER 306F; HIS 399; SOC 365. The courses not selected from this group are recommended as University electives.

2. Film and Video Production

The Film and Video Production concentration provides a broad-based approach emphasizing the aesthetics and practice of film and video production in both image and sound aspects for both fiction and nonfiction media genres. This concentration is especially recommended for students wishing to engage in the practice of film and video production and for those interested in graduate study in an MFA program in media production.

The concentration requires a minimum of six (6) courses, including a capstone course as indicated. At least four (4) of the courses must be at the 300 level or above:

BCN 271, 272, 373; 526 or 527 or 528

Two (2) from among BCN 273, 370, 371, 470, 471, 473, 580, 585, 587, 588. At least one (1) from BCN 470, 580, 585, 587, or 588 must be taken as a capstone course.

3. News and Documentary

News and Documentary introduces students to the practice and analysis of broadcast journalism, documentary, and other forms of electronic information gathering and presentation. Emphasis is on a broad-based understanding of social processes and the development of writing, reporting, and production skills.

The concentration requires a minimum of six (6) courses, including a capstone course as indicated. At least four (4) of the courses must be at the 300 level or higher:

BCN 271, 272, 341, 371; 326 or 526; 441 or 588 (capstone courses)

In addition, News and Documentary students must take the following General Education courses:

ECO 101; HIS 211 and 212; PSC 100. The following electives are recommended: ENG 219; BCN 305, 322, 326 or 526 (the one not chosen above), 361, 443, 441 or 588 (the one not chosen above), 525.

4. Media Management

The Media Management concentration is designed to prepare students, within a liberal arts context, for careers in broadcast and media management. Emphases including strategic planning, corporate governance, financing, programming, and producing for broadcast, cable, cinema, and new media industries.

The concentration requires a minimum of six (6) courses, including a capstone course as indicated. At least four (4) of the courses must be at the 300 level or higher:

BCN 207; one from 526, 527, 528

BCN 322, 524, 525, and one from among BCN 580, 584, or 586, including designation of one from among 524, 525, 580, or 584 as a capstone course

In addition, majors in this concentration must complete the Business Minor (AOS code U398) in the Bryan School of Business and Economics (see p. 75 of the *Undergraduate Bulletin*).

Recommended electives include BCN 324, 326, 343, 468, 492, 494; CST 308, 342, and 562.

5. Media Writing

Media Writing introduces students to conceptualization, research, organization, and execution of scripts for film and electronic media and is the recommended concentration for students who wish to become directors of film and electronic media productions.

The concentration requires a minimum of six (6) courses, including a capstone course as indicated. At least four (4) of the courses must be at the 300 level or higher:

BCN 207; 526 or 527 or 528

Four (4) courses from BCN 252, 341, 343, 350, 443, 551, 552, 553. At least one (1) from BCN 551, 552, or 553 must be taken as a capstone course.

Capstone Courses

It is strongly recommended that the capstone course be taken in the student's final semester.

V Electives

Major Electives

Media Studies majors are encouraged to develop a strong minor or second major in a cognate area of communication (e.g., Art, Communication Studies, English, etc.), a modern foreign language, or a content area (e.g., History, Psychology, Sociology, etc.). Media Studies majors may take a limited number of electives in the major, but it is strongly recommended that these courses be limited to the following:

1. Practicum courses (all require permission of instructor): BCN 190, 191, 196, 197, 296, 395, 396, 399, 490, 491, 496, 497. Practicum registrations are for individual or group work conducted under the supervision of a teaching assistant or a faculty member.
2. Internship courses: BCN 492, 494
3. Honors work: BCN 493

University Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Media Studies Minors

On a space available basis, the Department of Broadcasting and Cinema supports the following two minors:

Film & Television Studies Minor

Required: minimum of 18 semester hours

AOS Code: U859

a. Required courses (6 s.h.): BCN 100 and 101 or 102
b. Other courses (minimum 12 s.h.) from those listed below. Students wishing to complete the Film and Television

Studies Minor must be officially registered with the Department of Broadcasting and Cinema for permission to enroll in some of the courses listed:
BCN 101 or 102 (if not chosen for the core requirement), 203, 205, 225, 301, 305, 322, 325, 326, 515, 525, 526, 527, 528

Radio Minor

Required: minimum of 18 semester hours

AOS Code: U848

a. Required courses (6 s.h.): BCN 100 and 102
b. Other courses (minimum 12 s.h.) from those listed below. Students wishing to complete the Radio Minor must be officially registered with the Department of Broadcasting and Cinema for permission to enroll in most of the courses listed: BCN 190, 273, 305, 322, 326, 341, 343, 361, 399, 473, 490, 526

BROADCASTING & CINEMA COURSES (BCN)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

100 Introduction to Media Studies (3:3)
Introduction to the discipline of Media Studies with emphasis on the origins, characteristics, and effects of media. Media change and convergence as they effect media industries and society. (FALL & SPRING)

101 The Development of the Cinema (4:3:3)
GE Core: GFA
AULER/CLER: FA/CFA
Development of motion picture industry. Emphasis on history and major film movements. (SPRING)

102 The Development of Broadcasting (3:3)
Emergence, structure, and scope of radio, television, and cable. Examination of broadcasting theories and practices, with emphasis on audience influences on broadcasting and the effect of broadcasting on individuals and society. (SPRING)

190 WUAG Practicum (1–2)
- *May be repeated for credit for a maximum of 3 s.h.*

Supervised participation in radio broadcasting or program production at the campus radio station WUAG.

191 CFVF Practicum (1–2)
Pr. permission of instructor
- *May be repeated for credit for a maximum of 3 s.h.*

Supervised participation in the preparation for and implementation of the UNCG Carolina Film and Video Festival.

196 Media Workshop (1:2)
- *May be repeated for a total of 3 s.h.*
- *Grade: Pass/Not Pass (P/NP)*

Examination of specific aspects of broadcasting, film, and other media as provided by screenings and by instruction of industry professionals. (FALL & SPRING)

197 Media Production Practicum (1–3:0:3–9)
- *May be repeated for a total of 3 s.h.*

In-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization. (FALL & SPRING & SUMMER)

203 Applied Aesthetics for Film and Video (3:3)
Study of the major aesthetic elements in film and video production—light, space, time-motion, and sound. (FALL & SPRING)

204 Introduction to Media Writing (3:3)
Pr. ENG 101 or FMS 115, or permission of instructor
Introduction to theory and practice of media writing with concentrated exercises in developing messages and shaping those messages to the demands and characteristics of various media. (FALL & SPRING)

205 Film/Television Criticism (3:3)
Pr. admission to Media Studies major, or permission of instructor
Introduction to critical thinking, writing, and analysis of film or television and the interrelation among society, culture, and media texts. Fall: film emphasis; Spring: television emphasis. (FALL & SPRING)

207 Introduction to Film and Video Production (3:3:2)
Pr. 100, and 101 or 102, and admission to Media Studies major
Introduction to basic equipment and facilities used in film and video production. (SPRING)

225 Masterpieces of Cinema (3:2:3)
GE Core: GFA
AULER/CLER: FA/CFA
Analysis of selected, significant motion pictures of the world's cinema, from the silent period to the present.

226 Masterpieces of Television Drama (3:2:3)
GE Core: GFA
Analysis of selected, significant, prime-time television dramas with emphasis on recent works of major producers. (FALL & ALT SPRING)

252 Creative Process in Film and Video (3:3)
Pr. 101
Various approaches for the enhancement of the visual imagination, emphasizing the origination of ideas and their development into scripts for film and video.

271 Introduction to Image and Sound Acquisition (3:3)
Pr. admission to Media Studies major
Coreq. BCN 272 must be taken simultaneously with this course.
Theory and practice of single camera film and video image and sound acquisition. (FALL & SPRING)

272 Introduction to Image and Sound Postproduction (3:3:2)
Pr. admission to Media Studies major
Coreq. BCN 271 must be taken simultaneously with this course.
Introduction to digital editing technology and basic aesthetic considerations of video editing. (FALL & SPRING)

273 Basic Audio Production (3:3)
Pr. 203, 205, 271 and 272 or 207
Basic sound production techniques including console operation, equipment use, microphone technique, sound for the moving image, analogue tape, and digital editing.

296 Spartan Television Practicum (1–2)
Pr. permission of instructor
- *May be repeated for credit for a maximum of 3 s.h.*

Supervised participation in the production of television programming and promotion of the campus cable channel Spartan Television. (Formerly BCN 390)

301 Media Communication Theory (3:3)
Pr. 100, and 101 or 102, or permission of instructor
Media communication theory as a tool for understanding media contexts and social effects. Additional emphasis given to research design and data gathering techniques for media studies. (FALL & SPRING)

305 The Development of Digital Media (3:3)
Pr. 100, and 101 or 102, or permission of instructor for nonmajors
Introduction to the development, future, and utilization of digital media. (FALL)

322 Broadcast Programming (3:3)
Pr. 102 and 205
Analysis of program sources for radio, television, and cable. Focus on program evaluation, selection, acquisition, and on scheduling practices.

324 Media, Sport, and the Law (3:3)
The study of media's influence on and intersection with sports and the law. (ALT FALL)

325 Gender and Media Culture (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Pr. ENG 101 or FMS 115 or permission of instructor
Examination of the nature of media contents and production processes as they influence the construction of feminine and masculine identities.

326 News Analysis (3:3)
AULER/CLER: AE/CAE
Pr. 205, 301
Analysis of news practices and presentation across multiple media and formats from a variety of theoretical, philosophical, and historical perspectives.

341 Broadcast Newswriting (3:3)
Pr. 203, 204, and 205
Writing and planning newscasts for broadcast media.

343 Broadcast Copywriting (3:3)
Pr. admission to Media Studies major or permission of instructor
Analysis of persuasive radio and television spots and examination of broadcast copywriting techniques with emphasis on development of writing skills for electronic media.

350 Writing for the Screen (3:3)
Pr. 101, 203, 204, 205, 301; 252 recommended
Study of techniques of script writing, both adaptations and original material.

361 Radio and Television Announcing (3:3)
Pr. 203 and 205, or permission of instructor
Theory and practice of announcing skills and techniques in radio and television broadcasting. (SPRING)

370 Film Production I (3:3)
Pr. 203, 271 and 272, 205
Introduction to technique in the use of the camera to communicate visual ideas. Emphasis is given to technical skills and equipment.

371 Field and Studio Production (3:2:3)
Pr. 205, 271, 272, or permission of instructor
Intermediate principles of field and television studio video production. (FALL & SPRING)

373 TV and Film Lighting (3:2:3)
Pr. 203, 205, 271, 272, 301, or permission of instructor
Principles of light and color in lighting for television and film production. Application of the equipment and accessories used in the execution of lighting design through practical projects.

395 Special Problems (1–3)
Pr. Permission of faculty supervisor is required prior to registration.
- *May be repeated for credit.*

Guided individual study in an area of special interest to the student.

396 Spartan Television II (3:2:3)
Pr. BCN 296 or permission of instructor
Intensive workshop in Spartan Television, the campus television channel, including conceptualization, design, and production of regularly scheduled programming. (FALL & SPRING)

399 Radio-TV-Film Production Workshop (3:0:9)
Pr. 203, 205, 271 and 272, 301. Permission of faculty supervisor required prior to registration.
- *May be repeated for credit.*

Guided practice in a creative area of radio, television, or film, including writing, directing, performing, sound design, cinematography, or editing.

407 Media Law and Ethics (3:3)
Pr. 205 and 301, or permission of instructor
Study of media law and questions of ethics as they apply to the mass media.

441 Electronic Journalism (3:3)
Pr. 271, 272, 341, 371, or permission of instructor
Study and practice of electronic news reporting skills and newscasting. Focus on writing news copy; reporting, shooting, and editing news packages; basic newscast production techniques. (FALL & SPRING)

443 Writing the Nonfiction Program (3:3)
Pr. 204 and 205
Research, design, and writing of nonfiction programs such as documentary, magazine, instructional, and educational programs. Emphasis given to the development and application of writing skills.

468 Sportscasting (3:3)
Pr. 203, 205, and 361, or permission of instructor
Development of announcing skills and knowledge of sports necessary for sports broadcasting including play-by-play. (ALT FALL)

470 Film Production II (3:3)
Pr. 203, 205, 271, 272, 301 and 370, or permission of instructor
Further study of the camera and the creation of a 16 mm sync sound film utilizing the camera, the sound recorder, and postproduction methodologies.

471 Editing (3:3)
Pr. 203, 205, 271, 272, 301, or permission of instructor
Survey of the history, aesthetics, and techniques in sequencing moving images. Laboratory experience, including digital editing.

473 Media Sound Production (3:3)
Pr. 203, 205, 271, 272, 273, 301, or permission of instructor
Techniques and aesthetics of digital sound design for the moving image. (Formerly BCN 413)

490 WUAG Advanced Practicum (1–2)
- *May be repeated for credit for maximum of 3 s.h.*

Supervised participation at an advanced level of radio broadcasting or program production at the campus radio station WUAG.

491 Advanced CFVF Practicum (1–2)
Pr. permission of instructor
- *May be repeated for credit for maximum of 3 s.h.*

Supervised participation at an advanced level in the preparation for and implementation of the UNCG Carolina Film and Video Festival.

492 Broadcasting Internship (1–6)
Pr. admission to the Media Studies major; 203, 205, 207 or 271 and 272, 301, and one additional production course 300 level or above (341 required for Broadcast Journalism internships), and approval by Director of Internships
- *May be repeated for credit for total of 6 s.h. in 492/494.*

Field learning experience in local broadcast media. Academic supervision provided by faculty member and direction in the field provided by job supervisor.

493 Honors Work (3–6)
See prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

494 Cinema Internship (1–6)
Pr. admission to the Media Studies major; 203, 205, 207 or 271 and 272, 301, and one additional production course 300 level or above, and approval by Director of Internships
- *May be repeated for credit for total of 6 s.h. in 492/494.*

Field learning experience in film industry. Academic supervision provided by faculty member and direction in the field provided by job supervisor.

496 Advanced Media Workshop (1:2)
- *Grade: Pass/Not Pass (P/NP)*
- *May be repeated for a total of 3 s.h.*

Leadership role in examination of aspects of broadcasting, film, and other media through screenings and by instruction of industry professionals. (FALL & SPRING)

497 Advanced Media Production Practicum (1–3:0:3–9)
- *May be repeated for a total of 3 s.h.*

Advanced, in-depth, hands-on exposure to the many aspects of the production and postproduction process of film and electronic visualization. (FALL & SPRING & SUMMER)

499 Senior Portfolio (1:1)
Pr. admission to Media Studies major
- *To be taken in student's last semester at UNCG prior to graduation.*
- *Grade: Pass/Not Pass (P/NP)*

Preparation of a professional portfolio, reel, or resume tape. Includes assistance in writing resumes, interviewing, and career networking. (FALL & SPRING)

Courses for Advanced Undergraduates & Graduate Students

515 Film Theory (3:3)
Pr. 101, 203, 205, 301, or graduate standing, or permission of instructor

Study of the principal theories of film through the writings of critics, theorists, and directors.

524 Media Financing and Distribution (3:3)
Pr. BCN 205 and 301, or graduate standing, or permission of instructor

The processes of raising and budgeting funds and distributing film and videos for theatrical release, direct DVD/video release, or television broadcast. (ALT SPRING)

525 Media Organization and Management (3:3)
Pr. 101 or 102, 205, and 301, or graduate standing, or permission of instructor

Principles and practices of the organization and management of electronic media and motion pictures.

526 Actuality Genres (3:2:3)
Pr. 100, 101 or 102, 203, 205, 301, or graduate standing, or permission of instructor

History and theory of reality-based genres in cinema, radio, television, and multimedia. Study of trends and significant works from the early actuality film through postmodern news docudramas.

527 The Auteur (3:2:3)
Pr. 101 (film auteur) or 102 (radio or television auteur), 203, 205, 301, or graduate standing, or permission of instructor
- *May be repeated for credit.*

Works of an individual director. Subject differs from offering to offering.

528 Studies in Media Genres (3:2:3)
Pr. 101 (film genre) or 102 (radio or television genre), 203, 205, 301, or graduate standing, or permission of instructor
- *May be repeated for credit.*

Technical, dramatic, social, and rhetorical dimensions of a media genre. Subject differs from offering to offering.

551 Writing the Feature Film I (3:3)
Pr. 203 and 350; and admission to appropriate degree program; or permission of instructor

Advanced study of screenwriting with emphasis on the creation of a step outline for a feature length screenplay. (FALL)

552 Writing the Feature Film II (3:3)
Pr. 551

A writing workshop in which students complete the first draft and a polish of a feature-length screenplay, based on the outline from BCN 551. (SPRING)

553 Advanced Media Writing (3:3)
Pr. 203, 204, and 301; or permission of instructor

Practice in television script writing with emphasis given to development of concepts and proposals for episodic television. Practice in analyzing and writing for existing television series and/or development of new programs.

580 Directing for Television (3:2:3)
Pr. 203, 205, 271, 272, 301, 371, and admission to appropriate degree program; or permission of instructor

Fundamental principles of directing for television. Laboratory directing experience.

584 *UNCG Today* (3:2:3)
Pr. BCN 203, 205, 271, 272, 301, 371, and admission to the appropriate degree program, or permission of the instructor

Principles of directing for television in the context of live-to-tape studio techniques in the production of *UNCG Today*, UNCG's commercially released campus television program. (FALL & SPRING)

585 Advanced Radio-TV-Film Production (3:2:3)
Pr. 203, 205, 207 or 271 and 272, 301, and admission to appropriate degree program, or permission of instructor
- *May be repeated for credit*

Advanced application of principles and techniques of radio, television, or film production.

586 Producing for *UNCG Today* (3:2:3)
Pr. BCN 580 or 584 or permission of instructor

Producing for television in the context of live-to-tape studio techniques in the creation of *UNCG Today*, UNCG's commercially released campus television program. (FALL & SPRING)

587 Animation Production (3:3)
Pr. 203, 205, 271, 272, 301, and admission to appropriate degree program; or permission of instructor

Study and practice of techniques of animation.

588 Documentary Production (3:2:3)
Pr. 203, 205, 271, 272, 301 (443 and 526 also recommended), and admission to appropriate degree program; or permission of instructor
Documentary construction, research, planning, and production techniques. Further development of video production skills in supervised laboratory project.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Business Administration

including Business Administration, Finance, Management, and Marketing

Bryan School of Business & Economics
366 Bryan Building
336/334-5691
www.uncg.edu/bae/badm

FACULTY
Daniel T. Winkler, Professor and Head of Department
Professors Ajami (Hayes Distinguished Professor of Business), Buttner, Lucas, Miles, Muchinsky (Bryan Distinguished Professor of Business), Tullar
Associate Professors Balbirer, Brown, Lowe, Williamson, Wingler
Assistant Professors Acquaah, Choi, A. Cox, Kshetri, McKinney, Roehm, Woodley
Lecturers Arledge, Baker, Beitler, Butler, Cash, J. Cox, Hassell, Holderness, James, Joshua, Kaiser, McLeod, Milanese, Perry
Visiting Assistant Professor McMillian

Mission Statement

The mission of the Department of Business Administration is to support the mission of the Bryan School, primarily through the imparting of knowledge through instructional programs and secondarily through the creation of knowledge through basic and applied research. A third priority is to provide service through involvement in University, professional and community activities.

The Department of Business Administration offers two majors, Business Administration and Finance, which lead to the Bachelor of Science degree.

Business Administration Major

The objective of the Business Administration major is to provide liberally educated students with a broad exposure to the functional areas of business and a more comprehensive understanding of one of the managerial specialities through a choice of a concentration:

Human Resources focuses on skills and knowledge needed by the professional human resources manager: job analysis, recruiting, screening, selection, training and development, performance appraisal, job evaluation, and salary administration.

Marketing is concerned with the development and pricing of products, selection of distribution channels, and promotion of products to consumers and businesses. This concentration leads to careers in sales, sales management, advertising, and retailing as well as marketing management.

Entrepreneurship/Small Business focuses on special issues related to the organization and management of smaller enterprises, family-owned business, and entrepreneurship.

Business Studies is most appropriate for those who want a broad business exposure without the need to concentrate specifically in one functional area. (Also offered as an evening program.)

Student Learning Goals

Critical thinking, quantitative aptitude, teamwork, and good communication skills are necessary to function effectively in today's highly competitive, global environment. In order to assure that our graduates are prepared to meet the challenges of the future, our students will be able to:

- Identify business and economic problems and opportunities, and evaluate the global, competitive aspects and the ethical, legal, and environmental dimensions of these problems and opportunities
- Demonstrate an awareness and understanding of the role of demographic diversity and political, social and technological forces in creating and affecting identified problems and opportunities
- Employ accounting, behavioral science, and economics to analyze identified problems and opportunities and to develop and evaluate alternative plans to address these problems and opportunities
- Apply critical listening, reading, speaking, and writing skills to work and communicate with others effectively one-on-one, in team settings, and in formal presentations
- Use appropriate mathematical, statistical, research, and information technology skills in the analysis of problems and opportunities and in the development and evaluation of alternative plans
- Engage in deeper critical analysis of business problems and opportunities from the perspective of a business administration major

Finance Major

The Department of Business Administration offers a Bachelor of Science degree with a major in finance. The undergraduate finance program deals with the theory, organization, and operation of the financial system from both a market and a managerial viewpoint. Students are expected to develop analytical abilities and to present their analyses in both written and oral form.

Undergraduate majors are offered a broad range of courses from the areas of financial management, risk and insurance, and real estate.

Graduates may take managerial positions in controllership or treasury work in non-financial businesses as well as a wide array of careers in financial services and banking. In addition, the degree may lead to positions in risk management and real estate departments of public agencies and private corporations as well as insurance and real estate companies.

At the graduate level, the department offers courses in finance, risk management, and real estate as part of the Master of Business Administration (M.B.A.) program.

Student Learning Goals

Critical thinking, quantitative aptitude, teamwork, and good communication skills are necessary to function effectively in today's highly competitive, global environment. In order to assure that our graduates are prepared to meet the challenges of the future, our students will be able to:

- Identify business and economic problems and opportunities, and evaluate the global, competitive aspects and the ethical, legal, and environmental dimensions of these problems and opportunities
- Demonstrate an awareness and understanding of the role of demographic diversity and political, social and technological forces in creating and affecting identified problems and opportunities
- Employ accounting, behavioral science, and economics to analyze identified problems and opportunities and to develop and evaluate alternative plans to address these problems and opportunities
- Apply critical listening, reading, speaking, and writing skills to work and communicate with others effectively one-on-one, in team settings, and in formal presentations
- Use appropriate mathematical, statistical, research, and information technology skills in the analysis of problems and opportunities and in the development and evaluation of alternative plans
- Engage in deeper critical analysis of business problems and opportunities from the perspective of a finance major

Honors in Business Administration

Requirements

Twelve semester hours to consist of:

- 9 hours of Business Administration Honors and/or BADM contract honors courses, and/or MGT 493
- 3 hours of HSS 490: Senior Honors Project

Qualifications

- A grade of A or B in all course work used to satisfy the Honors requirements in Business Administration
- A declared Business Administration Major
- At least a 3.30 overall GPA at graduation

Recognition

Students who complete the Honors Program are recognized at a banquet held at the end of the spring semester. Students who complete the requirements for Disciplinary Honors receive a *Certificate of Disciplinary Honors* in [major/Interdisciplinary Studies] and have that honor, along with the title of their Senior Honors Projects, noted on their official transcripts.

Honors Advisor

See Eloise McCain Hassell for further information and guidance about Honors in Business Administration.

Business Administration Major (BADM)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Human Resources, U326
Marketing, U327
Entrepreneurship/Small Business, U337
Business Studies, U331

General Program Requirements

1. Formal admission to Business Administration:
   a. Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101 or FMS 115 or RCO 101, and ENG 102; ISM 110, 280; MAT 120* or 191
   b. A cumulative GPA of at least 2.0
2. Grades of C or better in courses used to meet concentration requirements
3. 122 s.h.
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Department specifies courses for:	
One additional GLT, GFA, or GPR course foreign language XXX 203B (e.g., SPA 203B) or equivalent	3
Mathematics (GMT) MAT 120 or 191	3
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and ENG 102	6
Social and Behavioral Sciences (GSB) ECO 201 and 202	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. ACC 201, 202; BUS 105A**; CST 105*; ECO 201*, 202*, 250, 300*; ENG 101*, 102*; FIN 315; ISM 110, 280; MAT 120* or 191*; MGT 301*, 309*, 312, 330, 491; MKT 320; SCM 302
2. Nine (9) s.h. of a foreign language; see p. 75 for requirement details.

**MAT 120 or 191 fulfills GMT; ENG 101, and ENG 102 or CST 105 fulfill GRD; ECO 201 and 202 fulfill GSB; ECO 300, MGT 301, and foreign language fulfill 9–12 s.h. of GL/GN requirement; MGT 309 fulfills major WI and SI requirements; CST 105 fulfills SI requirement outside major.*

***BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment. Students are encouraged to take BUS 105 during their first semester if space is available.*

IV Additional Concentration Requirements

Students should select one of the concentrations listed below:

Human Resources

MGT 313, 315, 375, 475; and any two of the following: BUS 328, 450; MGT 314, 317, 318, 354, 414, 499. All students pursuing the Human Resources Concentration must receive a C or better in MGT 312.

Marketing

MKT 429 (formerly 321), 422, 424, 426, and any two of the following: BUS 450; MKT 325, 326, 327, 421. All students pursuing the Marketing Concentration must receive a C or better in MKT 320.

Entrepreneurship/Small Business

BUS 450; MGT 470; MKT 327, 403, and two of the following: MGT 313, 375, 409, 475; MKT 325, 326, 422, 424. All students pursuing the Entrepreneurship/Small Business Concentration must receive a C or better in MGT 312.

Business Studies

is comprised of 21 semester hours as approved by the Bryan School Undergraduate Student Services (BSUSS) or approved by the faculty advisor. At least 15 hours are to be at the 300-level or above. No more than 9 hours may be outside of the Department. All approved courses must address a career profile. Career profiles, planned by the BSUSS and the Department of Business Administration, are available to guide the student and the advisor. In cooperation with the student, the faculty advisor or a member of BSUSS can develop a new career profile or modify an existing career profile. Career profiles will be reviewed by the Department on an annual basis.

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

Continuation Requirements

Students who have been admitted to the Business Administration Major must be in good academic standing at UNCG, must maintain at least a 2.0 cumulative GPA, and must make a grade of C or better in the course work required for their concentration.

Finance Major (FINC)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U360

General Program Requirements

1. Formal admission to Finance major:
   a. Successful completion of ACC 202, 218; CST 105; ECO 201, 202, 250; ENG 101 or FMS 115 or RCO 101, ENG 102; ISM 110, 280; MAT 120* or 191
   b. Grade of C or better in ACC 202, 218
   c. A cumulative GPA of at least 2.0
2. Grades of C or better in all ACC and FIN courses used toward the major.
3. 122 s.h.
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
foreign language XXX 203B (e.g., SPA 203B) or equivalent	
Mathematics (GMT)	3
MAT 120 or 191	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and ENG 102	
Social and Behavioral Sciences (GSB)	6
ECO 201 and 202	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. FIN 330, 350, 410, 442
2. At least two additional courses selected from: FIN 320, 325, 420, 430, 444, 449, 493, 499; ACC 318, 319, 330 (formerly 430), 420; ECO 351; BUS 450

IV Related Area Requirements

1. ACC 202, 218; BUS 105A**; CST 105*; ECO 201*, 202*, 250, 300*; ENG 101*, 102*; FIN 315; ISM 110, 280; MAT 120* or 191*; MGT 301*, 309*, 312, 330, 491; MKT 320; SCM 302
2. Nine (9) s.h. of a foreign language; see p. 73 for requirement details.

**MAT 120 or 191 fulfills GMT; ENG 101, and ENG 102 or CST 105 fulfill GRD; ECO 201 and 202 fulfill GSB; ECO 300, MGT 301, and foreign language fulfill 9–12 s.h. of GL/GN requirement; MGT 309 fulfills major WI and SI requirements; CST 105 fulfills SI requirement outside major.*

***BUS 105 is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment. Students are encouraged to take BUS 105 during their first semester if space is available.*

V Electives

Electives sufficient to complete 122 total semester hours required for the degree.

BUSINESS ADMINISTRATION COURSES (BUS)

Courses for Undergraduates

100 Global Business, Markets, and Society (3:3)
- *Open to freshmen and sophomores; 2.0 GPA.*

Introductory exploration of the role of business in a free market society. Introduction to basic business terminology. Examination of current business issues facing actual companies.

105A Introduction to Business Skills Development (1:2)
- *Open to first and second semester freshmen.*

Development of business skills determined by employers as critical for success. Fosters development of skills early in a student's academic career to promote success in both college and work.

105B Career Planning and Business Skills Assessment (1:1)
Pr. sophomore standing; 2.0 GPA
Pr. or coreq. ACC 201, 202; ECO 201, 202, 250; ISM 110, 280; ENG 101, 102; CST 105; MAT 115, 120
- *Course may not be repeated.*
- *Grade: Pass/Not Pass (P/NP).*

Introduction to career planning and development of business skills. Course includes exam to assess business skills development in the pre- and co-requisite courses.

220 Field Experience in Business (3)
Pr. permission of instructor; 2.0 GPA
- *Open to all majors.*

Provides students with an early business experience. Requirements consist of a minimum of 300 hours of employment and completion of designated educational activities.

230 Applied Business Concepts (6:3:15–30)
Pr. permission of instructor; 2.0 GPA

Extension of business knowledge through on-site study of a business or organization. Includes 45 hours of classroom and professional development activities. Written assignments, reports, and/or papers required.

328 Organizational Leadership (3:3)
Pr. sophomore standing; GPA of 2.0 or above

The course examines the theories and models of leadership. Environmental pressures, organizational objectives, company culture, and individual ethical standards will be examined to incorporate the situational determinants of leadership effectiveness. (FALL & SPRING)

413 Special Problems in Business and Marketing Education (1–3)
Pr. junior standing; permission of instructor; 2.0 GPA

Opportunity for students to work individually on a problem of special interest. Student should secure recommendation from an instructor and consult with the Division Director before registering for the course.

450 Directed Business Practice (1–4:1:3–12)
Pr. junior standing; permission of instructor; 2.0 GPA
- *Open to all majors.*

Planned work experience approved in advance by instructor. Regularly scheduled class attendance as well as reading, writing, and skill practice assignments are required.

455 Coordination of Work-Based Programs (3)
Pr. junior standing; 2.0 GPA

Philosophy, principles, strategies, techniques, and procedures for coordination of work-based programs. Emphasis on elements common to all areas of work-based programs. Review and analysis of pertinent research.

463 Business/Marketing Education Instructional Materials and Methods (3:3)
Pr. senior standing; 2.0 GPA

Analysis, planning, and evaluation of instructions in business education and marketing education, including attention to special needs groups.

465 Supervised Teaching (9)
Pr. 463; ELC 381, CUI 450, 470; 2.0 GPA

Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for at least twelve weeks.

469 Business/Marketing Education Programs: Development, Organization, and Operation (3:3)
Pr. senior standing
Emphasizes historical development and present organizational structure of business education and marketing education at the district, regional, and state levels.

493 Honors Work (3–6)
Pr. permission of instructor; see other prerequisites under Honors Programs, XXX 493 (p. 208)
• *May be repeated for credit if the topic of study changes.*

497 Survey of Business and Marketing Education (3:3)
Pr. junior standing and permission of director; 2.0 GPA
Emphasis on philosophy and organization of business and marketing education programs in North Carolina, curriculum and instructional design, sources and uses of occupational information and program evaluative measures.

498 Curriculum and Classroom Organization of Business and Marketing Programs (3:3)
Pr. junior standing and permission of director; 2.0 GPA
Designed for pre-service and in-service teachers of business and marketing programs. Emphasis on curriculum development, teaching techniques, resources, facilities, and evaluation.

499 Selected Topics in Business and/or Marketing Education (1–3)
Pr. junior standing; permission of instructor; 2.0 GPA
• *May be repeated for credit if the topic of study changes.*
Study of topics of common interest to those interested in business and/or marketing education. Group discussion and study rather than independent study emphasized. Generally non-recurring topics studied.

Please refer to The Graduate School Bulletin *for graduate-level courses.*

MASTER OF BUSINESS ADMINISTRATION COURSES (MBA)

Courses for Advanced Undergraduates & Graduate Students

595 Selected Topics in Business Administration (1.5:1.5)
Pr. permission of instructor
• *May be repeated when topic varies.*
Opportunity for advanced students of Business Administration to study in depth a topic or issue of special interest.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

FINANCE COURSES (FIN)

Courses for Undergraduates

300 The Management of Personal Finance (3:3)
Pr. 2.0 GPA
Personal budgeting and accounting; borrowing money; buying on credit; personal income tax returns; saving and wise investment of savings; insurance; home ownership.

315 Business Finance I (3:3)
Pr. ACC 202, 201 or 218, ECO 201, 202, 250; 2.0 GPA
Recognition and analysis of financial problems. Integrated approach to financial management emphasizing basic concepts of valuation, investment, and financial structure.

320 Principles of Risk Management and Insurance (3:3)
Pr. grade of C or better in FIN 315; junior standing; admission to a program of study in the Bryan School or other professional program approved by the School
Investigation of risk and the risk management process including the role of insurance. Social insurance, financial planning issues, employee benefits and pension and retirement planning are included.

325 Fundamentals of Real Estate (3:3)
Pr. grade of C or better in FIN 315; junior standing; admission to a program of study in the Bryan School or other professional program approved by the School
Examination of principles, practices, and policies affecting real estate markets. Topics include the nature of real property, mortgages, real estate financing, and real property law.

330 Financial Institutions and Markets (3:3)
Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School
Principal institutions and markets comprising the financial system; their roles in short-term, long-term and equity financing, interest rate determination and capital formation. Interrelationships between domestic and international and financial markets. Government policy objectives and regulations as influences on the financial system.

350 Principles of Financial Risk Management (3:3)
Pr. grades of C or better in ACC 218 and FIN 315; junior standing; admission to approved program
Investigation of risk and the financial risk management process including portfolio insurance. Topics include options, futures, hedging, decision trees, and sensitivity analysis.

410 Business Finance II (3:3)
Pr. grades of C or better in ACC 218 and FIN 315; admission to approved program
Theory and practical application of capital budgeting, cost of capital and capital structure analysis, working capital management, and financial analysis and planning.

415 Advanced Corporate Finance (3:3)
Pr. FIN 410; admission to a program of study in the Bryan School or other professional program approved by the School
An examination of the interrelationships between major financial policy decisions. Topics include capital structure theory, corporate debt capacity, risk and capital budgeting, dividend policy, corporate restructuring, and mergers and acquisitions.

420 Real Estate Finance (3:3)
Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School
Working knowledge of real estate finance. Topics include mortgage markets and institutions, methods and practices of real estate finance, and real estate appraisal and investment analysis.

430 Real Estate Investment (3:3)
Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School
Introduction to the foundations and practices in real estate investment. The principal emphasis is on real estate investment principles and concepts, the investment environment, financial analysis and practical applications.

442 Investments (3:3)
Pr. grades of C or better in ACC 218 and FIN 330; admission to approved program

Investment principles and practices, investment policies, security analysis, and the mechanics and mathematics of security purchases. Long- and short-term fluctuations of security prices, functions of securities markets and regulatory bodies, and individual investment needs.

444 International Finance (3:3)
Pr. grades of C or better in ACC 218 and FIN 330; admission to approved program

Examination of international finance from standpoint of the firm. Topics include international money and capital markets, foreign exchange markets, investments in foreign operations, as well as financing strategies for foreign operations.

449 Seminar in Finance (3:3)
Pr. grade of C or better in FIN 315; admission to a program of study in the Bryan School or other professional program approved by the School

Independent study, research, and class discussion covering a topic or group of related topics of current interest in financial theory, policy, or practice. Topics may vary each semester.

471 Life Insurance and Financial Planning (3:3)
Pr. FIN 320; admission to a program of study in the Bryan School or other professional program approved by the School

Emphasis on life insurance in the financial planning process. Explores the role of savings and investment and the creation, preservation, and taxation of wealth.

472 Property and Liability Insurance (3:3)
Pr. FIN 320; admission to a program of study in the Bryan School or other professional program approved by the School

Examination of coverages and exclusions found in direct damage and indirect loss contracts and liability insurance contracts as risk management devices for the treatment of pure risk.

473 Risk Management (3:3)
Pr. FIN 320; admission to a program of study in the Bryan School or other professional program approved by the School

Identification and evaluation of risk with emphasis on risk treatment. Attention given to risk financing, including cash-flow plans, self-insurance, and captive insurer alternatives.

493 Honors Work (3–6)
Pr. permission of instructor; see other prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

499 Problems in Finance (3:3)
Pr. senior majors; permission of instructor; grade of C or better in FIN 315
- *May be repeated for credit with approval of department head.*

Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of finance. Topics may vary from semester to semester.

Please refer to The Graduate School Bulletin *for graduate-level courses.*

MANAGEMENT COURSES (MGT)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

200 Management of Organizations (3:3)
Pr. sophomore standing; 2.0 GPA

An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management practices that can be applied to business, educational, governmental, hospital, and social service organizations.

301 Introduction to International Business (3:3)
GE Marker: GL
Pr. ECO 300; admission to approved program

Introduction to the environmental factors which increasingly cause businesses to become international in the scope of their activities. Nature of global business and multinational organizations analyzed.

302 International Business: Operations and Environments in Foreign Jurisdictions (4:4–6:6)
Pr. ECO 300 or permission of instructor; GPA 2.0

Study of international business environments from the managerial aspect, and of practices and principles of conducting international business from the perspective of a specific foreign country. (SUMMER)

303 Experience Business Abroad (2:2–6:6)
Pr. permission of instructor; 2.0 GPA
- *May be repeated for credit if course is taken in different country.*

Practices and principles for conducting business in foreign countries. Experiential learning in management and organizational leadership skills. Lectures/seminars by academicians and business people. Creating, organizing presenting seminars, symposia. (FALL OR SPRING OR SUMMER)

304 Current Issues in International Business (3:3)
Pr. permission of instructor; 2.0 GPA

Selected topics in international business presented by visiting faculty. Topics are related to the expertise of the instructor. (FALL OR SPRING OR SUMMER)

309 Business Communications (3:3)
Pr. junior standing and admission to approved program
- *Taught as Writing Intensive (WI) and Speaking Intensive (SI)*

Business and professional communication: job search skills; teamwork; communication technology; verbal and non-verbal strategies. Emphasizes effective persuasive, interpersonal, intercultural, and organizational strategies through business styles, formats, and presentations.

312 Human Behavior in Business Organizations (3:3)
Pr. 2.0 GPA; sophomore standing

Businesses as a generic class of organization. Relation of individual worker and manager to organization and its impact upon them. Formal and informal groups. Management from behavioral point of view. Stability and change within business organizations.

313 Human Resource Management (3:3)
Pr. grade of C or better in MGT 312; admission to approved program; or permission of instructor
An analysis of how human resources contribute to organizational performance, and the management of those human resources including recruitment, selection, compensation, training and development, performance, appraisal, and union/management relations.

314 Industrial and Organizational Psychology (3:3)
Pr. grade of C or better in MGT 312; admission to approved program
Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as PSY 314.)

315 Selection and Compensation (3:3)
Pr. grade of C or better in MGT 312; MGT 313 or permission of instructor; admission to approved program
Selection theory and the uses of assessment devices. Principles of compensation and job evaluation. Market surveys and their effects on pay structure.

317 Training and Development in Organizations (3:3)
Pr. grade of C or better in MGT 312; admission to approved program
Principles of training and development. Training needs, assessment, training solutions to organization problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system.

318 Organizational Change and Development (3:3)
Pr. grade of C or better in MGT 312; junior standing; admission to approved program
Introduction to the professional practice of OCD. Topics include overcoming resistance to change, the consultant/client relationship, diagnosis of organizational problems, and interventions used by internal and external OCD consultants.

330 The Legal Environment of Business (3:3)
Pr. GPA 2.0 or above
Survey of the legal, political, and ethical environment in which business decisions are made. Antitrust, employment, and consumer laws included. Federal, state, and international laws covered.

331 Legal Aspects of Business Transactions (3:3)
Pr. admission to B.S. Accounting program
Subjects covered include court systems, contract and sales law, professional ethics, business political activities, Antitrust laws, international laws, and other matters of public policy.

332 Legal Aspects of Management (3:3)
Pr. MGT 330 or 331; admission to approved program, or permission of instructor
Securities regulations, negotiable instruments law, and debtor and creditor rights included. Also covered are legal relationships-partnerships, corporations, and principal-agency.

354 Managing Diversity in Organizations (3:3)
Pr. junior standing; GPA 2.0 or above
Explores diversity in the workplace. Diversity is defined, examined, and discussed as opportunities for companies to discover and appreciate differences while developing more effective organizations.

375 Management Process Skills (3:3)
Pr. grade of C or better in MGT 312; admission to approved program
Practical application of management theory. Processes for performing the basic management functions of decision making, planning, organizing, leading, and controlling. Application of the processes to management cases.

409 Advanced Business Communication (3:3)
Pr. MGT 309 or permission of instructor
Study of advanced business communication situations, including persuasive messages, crisis management, cross-cultural business communication, effective work team interaction, effective virtual communication. Attention to the technology that supports business communication.

414 Human Resource Information Systems (3:3)
Pr. MGT 313 or ISM 301; admission to approved program
Application of ERP systems to managing human resource information. Topics include SAP, job analysis/evaluation; human resource planning, recruiting, screening, selection, training; employee development, performance appraisal, compensation, benefits.

470 Entrepreneurship/Small Business Management (3:3)
Pr. grade of C or better in MGT 312; MKT 320, FIN 315, SCM 302; admission to approved program
Application of management principles to small business organizations. How to start a new enterprise. Requirements for successful operation of a small business.

475 Employment and Human Resource Law (3:3)
Pr. junior standing; grade of at least C in MGT 312 or permission of instructor; admission to approved program
National Labor Relations Act, Fair Labor Standards Act (including equal employment), and other statutes and court decisions relating to employment relations and their effect on managerial practices. (FALL)

491 Business Policy and Strategy (3:3)
Pr. MGT 301, 309, 312, 330; MKT 320; FIN 315; ISM 280; SCM 302; senior standing; admission to approved program
Capstone case course in top management policy and strategy determination. Students learn to integrate various business functions and to develop skills and judgment in solving problems of the organization as a total system in relation to its environment.

493 Honors Work (3–6)
Pr. permission of instructor; see other prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

499 Problems in Management (3:3)
Pr. senior majors; permission of instructor
- *May be repeated for credit with approval of department head.*

Independent study, research, and class discussion covering a topic or group of related topics of current interest in theory or policy of the business enterprise. Topics vary from semester to semester.

Please refer to The Graduate School Bulletin *for graduate-level courses.*

MARKETING COURSES (MKT)

Courses for Undergraduates

320 Principles of Marketing (3:3)
Pr. ISM 110, MAT 115, ECO 201, ACC 201, and CST 105; 2.0 GPA; or admission to Bryan School approved program
Introduction to marketing with an emphasis on market segmentation, targeting, and positioning for consumer and business markets in domestic and international economics.

325 E-commerce in Marketing (3:3)
Pr. grade of C or better in MKT 320; admission to a program of study in the Bryan School
Introduction to e-commerce. Online and offline assignments, lectures, in-class group projects, case analyses, discussions and presentations.

326 Introduction to Retailing (3:3)
Pr. grade of C or better in MKT 320; junior standing; admission to approved program
Introductory course in the fundamentals of store organization, management, and merchandising.

327 Selling and Sales Management (3:3)
Pr. grade of C or better in MKT 320; junior standing; admission to approved program
Problems in selling and sales management are dealt with from the strategic marketing perspective. The sales management process is addressed from the perspective of the profit-maximizing allocation of resources of the firm.

403 Marketing for Small Firms (3:3)
Pr. grade of C or better in MGT 312 or MKT 320; senior standing; admission to approved program
Focuses on marketing strategy, planning, and tactics for small firms. Addresses general marketing issues and specific "real world" marketing problems. Small firms serve as clients for student consulting teams.

408 Operating Problems in Retailing (3:3)
Pr. MKT 326 and 327; junior standing; admission to approved program
Examination and evaluation of politics and practices in retailing, with emphasis on advertising and its economic significance.

418 Advanced Merchandising (3:3)
Pr. MKT 326 and 327; junior standing; admission to approved program
Merchandising policies, buying, stock planning and control, and merchandise pricing in modern retail stores.

421 Promotion Management (3:3)
Pr. grade of C or better in MKT 320; admission to approved program
Promotion process and decision criteria for making promotion management decisions. Emphasis on behavioral and communicative aspects of advertising, personal sales, and other promotional tools from a management decision-making viewpoint.

422 Fundamentals of Marketing Research (3:3)
Pr. ECO 250, grade of C or better in MKT 320; admission to approved program
Marketing information systems, sampling theory, experimental design, psychological scaling techniques, longitudinal analysis. Particular attention to assumption structure underlying each technique. Case studies and problem approach. Student develops programs of action on basis of marketing research results.

424 Consumer Behavior (3:3)
Pr. grade of C or better in MKT 320; junior standing; admission to approved program
Psychological and socioeconomic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socioeconomic groups.

426 International Marketing (3:3)
Pr. grade of C or better in MKT 320; admission to approved program
Issues in international marketing are addressed from both theoretical and experiential learning perspectives. A comprehensive team-based project involves the intensive use of the Internet in accessing electronic databases.

429 Advanced Marketing Management (3:3)
Pr. MKT 422 and 424, or permission of instructor
Advanced analysis and decision-making techniques in marketing. Emphasis on strategic view. Major group project involves working with organizations to develop and present an actual marketing plan. (Formerly MKT 321)

493 Honors Work (3–6)
Pr. permission of instructor; see other prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Department of Chemistry and Biochemistry

College of Arts & Sciences

435 Science Building
336/334-5714
www.uncg.edu/che

FACULTY
Terence Nile, Professor and Head of Department
Professors Bowen, Kelter, Knight, Reggio, Walsh
Associate Professors Banks, Haddy, Johnston, Raner
Assistant Professors Cech, Dawson, Duffy, Reddick, Spells
Lecturer Mazlo
Laboratory Assistants Burnes, Katsikas

The Department of Chemistry and Biochemistry offers four undergraduate programs: the Bachelor of Science in Chemistry, the Bachelor of Science in Biochemistry, the Bachelor of Science in Chemistry with a Concentration in Biochemistry, and the Bachelor of Arts in Chemistry. A licensure program to prepare students for high school chemistry is offered. The Master of Science (M.S.) is offered at the graduate level (see *The Graduate School Bulletin*). A Master's degree with a Chemistry Education concentration is also offered through the Department of Curriculum and Instruction. Students who follow the program leading to the Bachelor of Science in Chemistry degrees are certified to the American Chemical Society as having met its rigorous requirements for undergraduate professional training in chemistry.

The Department's biochemistry programs (B.S. in Biochemistry and B.S. in Chemistry with Concentration in Biochemistry) provide students with excellent preparation for graduate work in biochemistry and related life sciences, as well as for employment in chemical and biotechnological industries. These programs are also attractive to students planning careers in the health professions.

One of the features of our undergraduate program which we particularly emphasize is the opportunity for students to engage in undergraduate research. Many of our majors do so, principally in their junior and senior years, and this provides excellent training for those who intend to continue their studies at the graduate level.

Chemistry Major (CHEM)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U121

The **Chemistry Major (B.A.)**, while less specialized than the B.S. program, provides sound training in chemistry. It offers fine preparation for those planning to enter medicine or dentistry, secondary school teaching, or various vocations within the chemical industry. In fact, by electing some additional courses in chemistry beyond the minimum required, the student may prepare for graduate work under this program as well as under the B.S. While this program allows a more flexible arrangement of schedules, the student should work closely with a chemistry advisor to be certain that the proper sequence of chemistry and related area courses is taken with regard to the prerequisites.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT) required: MAT 191	3
Natural Sciences (GNS) required: CHE 111 and 112, and PHY 211 or 291	7

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture either a GHP/GPM or GMO course	3
Natural Sciences any GLS course	3–4
Social and Behavioral Sciences (GSB) one additional GSB course	3
Foreign Language (GFL) intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	0–12
Writing Intensive Courses (WI) a total of four WI courses	

IV Major Requirements

1. CHE 111*, 112*, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 406 or 461
2. Two courses from among: CHE 420 or (556 and 557, which counts as one course), 442, 481, 531, 536, 553

Only chemistry courses in which grades of C- or better are earned will be counted toward the major.

V Related Area Requirements

1. MAT 191*, 292
2. PHY 211*, 212 or PHY 291*, 292

**MAT 191 satisfies GMT; CHE 111, 112 and PHY 211 or PHY 291 satisfy GNS.*

VI Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in mathematics are advised. CST 105 is recommended as an RD requirement. Additional chemistry courses above the 100 level may be taken.

Chemistry Major (CHEM)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:
Chemistry, U123
Chemistry Research, U168

The **Chemistry Major (B.S.)** differs from the B.A. in requiring additional advanced courses in chemistry and/or related sciences. It provides very thorough undergraduate training in chemistry and an excellent background for students planning to undertake graduate work or to enter the chemical industry. Students who complete this program will be certified to the American Chemical Society upon graduation as having fulfilled the Society's requirements for undergraduate professional training. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

The concentration in **Chemistry Research** offers students the option to specialize in research and be exposed to four years of research. The concentration is designed to pre-

pare students for graduate training in chemistry, biochemistry, medicine, and related professions or for employment in chemistry, biochemistry, or related industries. The exposure to research will build strong research, communication, and leadership skills. Such skills are in great demand.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	6
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Mathematics (GMT)	3
required: MAT 191	
Natural Sciences (GNS)	7
required: CHE 111 and 112, and PHY 291	
students in the Chemistry Research concentration may also choose PHY 211	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	3–4
any GLS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	

Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Chemistry Concentration

CHE 111*, 112*, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 420 or (556 and 557 which counts as one course), 442, 461, 462, 463, 464, 481, 531, 533

Only chemistry courses in which grades of C- or better are earned will be counted toward the major.

Chemistry Research Concentration

1. CHE 111*, 114, 191, 192, 242, 291, 292, 331, 333, 351, 352, 354, 372, 391, 392, 401 (audit), 402, 406 or 461, 491, 492
2. Two courses from among: CHE 420 or 556 and 557 (which count as one course), 442, 481, 531, 553

Only Chemistry courses in which grades of C- or better are earned will be counted toward the major.

V Related Area Requirements

Chemistry Concentration

1. MAT 191*, 292, 293
2. PHY 291*, 292
3. At least one course selected from: CHE 490, 491, 492, (minimum of 2 credit hours total for any combination of 491 and 492 count as one course), 493, 536, 553, 555, 570 (minimum 2 credit hours total for any combination of CHE 570 courses, counts as one course); BIO 355, 392, 477, 479, 506; CSC 230, 322, 330, 339, 523, 524; MAT 310, 311, 345, 390, 394, 395; PHY 321, 323, 325, 327, 412, 413, 421, 426

**MAT 191 satisfies GMT; CHE 111, 112 and PHY 211 and 291 satisfy GNS.*

Chemistry Research Concentration

1. MAT 191*, 292
2. PHY 211*, 212 or PHY 291*, 292

VI Electives

Chemistry Concentration

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. Additional chemistry courses above the 100 level may be taken. CST 105, which fulfills the GRD requirement, is also recommended.

Chemistry Research Concentration

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced mathematics courses are advised. CST 105, which fulfills the GRD requirement, is recommended.

Requirements for the Chemistry Major (B.S.) with a Concentration in Biochemistry

AOS Code: U124

The Concentration in Biochemistry offers students the option to specialize in biochemistry within the curriculum leading to the B.S. in Chemistry. This concentration is designed to prepare students for graduate training in biochemistry, medicine and related professions, or for employment in biochemistry or biotechnology related industries. The sequence in which the required courses are taken is important, and the student should work closely with a chemistry advisor in planning a schedule.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: MAT 191	
Natural Sciences (GNS)	7
required: CHE 111 and 112, and PHY 291	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	4
required: BIO 111	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

CHE 111*, 112*, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 461, 462, 463, 531, 533, 556, 557, 558

Only Chemistry courses in which grades of C- or better are earned will be counted toward the Concentration.

V Related Area Requirements

1. Advanced biochemistry: 3–4 credits from CHE 491 or 492
2. BIO 111*, 112, 392
3. MAT 191*, 292
4. PHY 291*, 292

**MAT 191 satisfies GMT; CHE 111, 112 and PHY 291 satisfy GNS; BIO 111 satisfies CAR GLS*

VI Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. One additional advanced biology course (e.g., BIO 355 or 481) is strongly recommended. CST 105, which fulfills the GRD requirement, is recommended.

Biochemistry Major (BCHE)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U860

The **Biochemistry Major (B.S.)** is designed to prepare students for graduate training in the biochemical sciences, medicine, and other health professions, or for employment in biotechnology, pharmaceutical, and chemical industries. Students who complete the Bachelor of Science in Biochemistry will meet all or most of the academic requirements for admission to medical, dental, veterinary, or pharmacy schools.

The curriculum involves a solid foundation of Chemistry and Biology courses, along with core and advanced elective courses in Biochemistry. Undergraduate research is encouraged, and students may collaborate with participating faculty from a variety of departments (Chemistry, Biology, Nutrition, Physics, and Exercise and Sport Science).

This program follows the biochemistry curriculum recommendations of the American Society of Biochemists and Molecular Biologists.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: MAT 191	
Natural Sciences (GNS)	7
required: CHE 111 and 112, and PHY 211 or 291	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture either a GHP/GPM or GMO course	3
Natural Sciences required: BIO 111	3–4
Social and Behavioral Sciences (GSB) one additional GSB course	3
Foreign Language (GFL) intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	0–12
Writing Intensive Courses (WI) a total of four WI courses	

IV Major Requirements

CHE 111*, 112*, 114, 115, 242, 331, 333, 351, 352, 354, 372, 401 (audit), 402, 406, 463, 556, 557, 558

V Related Area Requirements

1. MAT 191*, 292
2. BIO 111 and 112, and either BIO 392, 393 (lab), or BIO 355, 356 (lab)
3. PHY 211*, 212 or 291*, 292
4. Advanced Biochemistry Elective or Independent Study (3–4 s.h.)—CHE 570B or BIO 494, or one of the following independent study courses: CHE 491, 492; BIO 499; ESS 475; NTR 427; PHY 495
5. Advanced Biological Science Elective (3–4 s.h.)—one or more of the following: BIO 277, 424, 464, 477, 479, 481, 494 strongly recommended (if not used as Advanced Biochemistry elective), 578, 583, 584, 595, 596; PHY 543

Only Chemistry and Biology courses in which grades of C- or better are earned will be counted toward the major.

**MAT 191 satisfies GMT; CHE 111, 112 and PHY 211 or 291 satisfy GNS.*

VI Electives

Electives should be sufficient to complete the 122 semester hours required for the degree. Additional advanced courses in Chemistry and Biology are recommended. CST 105, which fulfills the GRD requirement, is recommended.

Chemistry Minor

Required: minimum of 19 semester hours

A student may earn a minor in chemistry by completing a minimum of 19 semester hours in chemistry of which not more than 8 hours may be applied from introductory-level courses (CHE 103, 104, 106, 110, 111, 112, 114, and 115.)

Chemistry Major with Secondary Subject-Area Teacher Licensure (CHEM)

B.A. in Chemistry with "A" Licensure, U125

B.S. in Chemistry with "A" Licensure, U126

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT) required: MAT 191	3
Natural Sciences (GNS) required: CHE 111 and 112, and GEO 103	7
Social and Behavioral Sciences (GSB) required: HEA 201 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers; at least one course must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture 3
either a GHP/GPM or GMO course

Natural Sciences 4
required: BIO 111

Social and Behavioral Sciences (GSB) 3
one additional GSB course

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Completion of major requirements for either the B.A. in Chemistry or B.S. in Chemistry.

Additional requirements for teacher licensure, beyond the Chemistry Major requirements, are listed under **Teacher Education Programs**. In addition, students must take 6–8 credits in biology and/or earth science chosen from the following:

1. BIO 111*, 112
2. GEO 103* and one or more of GEO 111, 205, 311, 314. CHE 252 is also recommended.

**BIO 111 satisfies CAR GLS; CHE 111 & 112 and GEO 103 satisfy GNS.*

V Related Area Requirements

(See **Teacher Education** for full explanation.)

1. General Education Requirements as identified within each major
2. HEA 201* Personal Health
3. ELC 381 The Institution of Education
4. CUI 545 Diverse Learners
5. CUI 450 Psychological Foundations of Education
6. CUI 465 Student Teaching and Seminar: Secondary School
7. CUI 470 Reading Education
8. CUI 559 Teaching Practices and Curriculum in Science

**HEA 201 satisfies GSB.*

Accelerated Master's Programs for Chemistry Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A. in Chemistry/M.B.A. and B.S. in Chemistry/M.S. in Chemistry program requirements.

CHEMISTRY COURSES (CHE)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

103 General Descriptive Chemistry I (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coreq. CHE 110 must be taken concurrently unless student takes CHE 104 or CHE 111 later
- *Not open to students who have already taken CHE 111.*

Introductory course for students whose programs require only one year of college chemistry. Among the topics introduced are states of matter, atomic and molecular structure, nuclear chemistry, stoichiometry, and solutions. (FALL)

104 General Descriptive Chemistry II (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Pr. 103 or permission of instructor
Coreq. CHE 110 must be taken concurrently unless taken with CHE 103.

Applications of the principles introduced in 103 to representative inorganic, organic, and biological systems. Topics include equilibrium, acid-base chemistry, and introductory organic and biochemical concepts. (SPRING)

106 Introductory Chemistry (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
- *For elementary education, business, and liberal arts majors.*
- *Students cannot receive credit for both 106 and either 111 or 103.*
- *CHE 110 is recommended as corequisite.*

Nonquantitative survey of fundamentals of measurement, molecular structure, reactivity, and organic chemistry; applications to textiles, environmental, consumer, biological, and drug chemistry. (FALL & SPRING)

110 Introductory Chemistry Laboratory (1:0:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coreq. To be taken concurrently with either 103 or 104. Also may accompany 106.

Designed to acquaint non-science majors with basic laboratory practices. (FALL & SPRING)

111 General Chemistry I (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Pr. one year of high school chemistry or 103; students lacking high school chemistry should take the sequence CHE 103, 111, 114
Coreq. 112

Fundamental principles of chemistry, including stoichiometry, atomic structure, and states of matter. (FALL & SPRING)

112 General Chemistry I Laboratory (1:0:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coerq. CHE 111

Laboratory work to accompany 111. (FALL & SPRING)

114 General Chemistry II (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Pr. 111, 112
Coreq. 115
- *Designed primarily for science majors and is the prerequisite to upper level courses in chemistry.*

Continuation of 111 with attention to ionic equilibria, elementary kinetics and thermodynamics, acid-base theory, coordination chemistry, and electrochemistry. (FALL & SPRING)

115 General Chemistry II Laboratory (1:0:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Pr. 112 or equivalent
Coreq. 114

Laboratory work to accompany 114. Includes semi-micro qualitative analysis and ionic equilibria experiments. (FALL & SPRING)

191 Introduction to Research (1:0:3)
Pr. CHE 111 and 112
Coreq. CHE 114

Introduction to the basic concepts of research, involving multistep experiments and discussion of research opportunities. (FALL & SPRING & SUMMER)

205 Introductory Organic Chemistry (3:3)
Pr. 104, 110; or 114, 115
Coreq. 206
- *Students cannot receive credit for both 205 and 351.*

A course in organic chemistry designed for students whose programs require only one semester in this area. (FALL)

206 Introductory Organic Chemistry Laboratory (1:0:3)
Coreq. 205

Laboratory work to accompany 205. (FALL)

242 Inorganic Chemistry (2:2)
Pr. 114, 115

Introduction to descriptive inorganic chemistry, including oxidation-reduction, electrochemistry, acid-base, and coordination chemistry. (FALL)

252 Chemistry and the Human Environment (3:3)
Pr. 104, 106, or 114 or permission of instructor

Study of chemical problems central to current technological, biomedical, and environmental issues. Topics include energy alternatives, food chemicals, environmental chemistry, molecular basis of drug action, and consumer products. (SPRING)

291, 292 Sophomore Research (1–3:0:3–9), (1–3:0:3–9)
Pr. CHE 114 and 115
- *Each course may be repeated for credit for up to three (3) credits.*

Sophomore-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor. (291—FALL & SUMMER I; 292—SPRING & SUMMER II)

331 Quantitative Analysis (3:3)
Pr. 114, 115
Coreq. All students must take 333 concurrently unless they have previous credit for an equivalent course.

Introduction to the theory and practice of volumetric and gravimetric methods of analysis. (FALL)

333 Quantitative Analysis Laboratory (1:0:4)
Coreq. 331 must be taken concurrently.

Laboratory work to accompany 331. (FALL)

351 Organic Chemistry I (4:4)
Pr. 114, 115

Chemistry of aliphatic and aromatic compounds with attention to reaction mechanisms and synthetic applications, and the application of spectroscopy to structure determination. (FALL)

352 Organic Chemistry II (3:3)
Pr. 351
Coreq. All students must take 354 concurrently unless they have previous credit for an equivalent course.

Continuation of 351 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, carbohydrates, and organic spectroscopy. (SPRING)

354 Organic Chemistry II Laboratory (1:0:4)
Coreq. 352 must be taken concurrently.

Laboratory work to accompany 352. Includes basic techniques of organic laboratory practice plus preparations involving representative reactions. (SPRING)

372 Introduction to Laboratory Methods (2:2)
Pr. 205 or 351

An introduction to the practical skills of laboratory work, to include safe handling and disposal of chemicals, laboratory practice and equipment, data handling, chemical literature, and searching for chemical information. (SPRING)

391, 392 Junior Research (1–3:0:3–9), (1–3:0:3–9)
Pr. CHE 352 and 354 or CHE 331 and 333 and permission of instructor
- *Each course may be repeated for credit for up to three (3) credits.*

Junior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor. (391—FALL & SUMMER I; 392—SPRING & SUMMER II)

401 Chemistry Seminar Introduction (0:0)
Pr. 372, senior standing
- *Students audit 401 and receive credit for 402.*

Preparation for seminar. Introduction to the selection of seminar topics and seminar presentation techniques. Attendance at weekly seminars required. (FALL & SPRING)

402 Chemistry Seminar (1:1)
Pr. 401
- *Students audit 401 and receive credit for 402.*

Oral reports and discussion of topics from the current chemistry by students, staff, and guest lecturers. Attendance at weekly seminars is required. (FALL & SPRING)

406 Introductory Physical Chemistry (4:4)
Pr. two semesters of chemistry beyond general chemistry, MAT 292, one year of physics
- *Students cannot receive credit for both 406 and 461 toward an undergraduate degree*

Study of the concepts basic to chemical kinetics, equilibrium, energetics, spectroscopy, solution phenomena, electrochemistry, and colloidal behavior with applications to biological systems. Theory of methods and instrumentation also examined. (FALL) [New course number effective fall 03; formerly CHE 506]

420 Chemical Principles of Biochemistry (3:3)
Pr. 352; BIO 111–112 strongly recommended

Introduction to major classes of biomolecules and to genetic and metabolic pathways in living systems; emphasis on chemical nature of biological processes and the driving forces that make them work. (FALL)

442 Advanced Inorganic Chemistry I (3:3)
Pr. 242, 406 or 461
Coreq. 406 or 461 may be taken concurrently.
Modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. (SPRING)

461 Physical Chemistry I (4:4)
Pr. MAT 292 and PHY 292
- *Students cannot receive credit for both 461 and 406 toward an undergraduate degree.*

Chemical thermodynamics and equilibrium processes covered, including phase equilibria, thermodynamics of solutions, kinetics, and electrochemistry. (FALL)

462 Physical Chemistry II (3:3)
Pr. 461
Subject material deals with microscopic world including introductions to quantum mechanics, molecular spectroscopy, and statistical mechanics. (SPRING)

463 Physical Chemistry I Laboratory (1:0:4)
Pr. 331, 333
Coreq. 406 or 461
Laboratory work related to 461 with emphasis on mathematical treatment of experimental data and communication of results in report form. (FALL)

464 Physical Chemistry II Laboratory (1:0:4)
Pr. 461, 463
Coreq. 462
Additional laboratory work primarily in kinetics and the determination of molecular structure. This is a writing emphasis course. (SPRING)

481 Synthetic Techniques (2:0:8)
Pr. 242, 352, 354, 372
Theoretical discussion and laboratory practice in modern methods of synthesis in the areas of organic and inorganic chemistry. Emphasis given to regions of overlap such as organometallic chemistry. (FALL)

490 Internship in Chemistry and Biochemistry (3:0:12)
Pr. 333 or 354; junior status; overall GPA of 3.0 or better; and permission of instructor
Practical experience in local industrial setting. Includes biweekly meeting with Departmental internship coordinator. Students must complete 12 hours a week at an internship site. (FALL & SPRING & SUMMER)

491, 492 Senior Research (1–3:0:3–9), (1–3:0:3–9)
Pr. three (3) years of chemistry or biochemistry and permission of instructor
- *May be repeated for credit for a maximum of three (3) credits.*

Senior-level research in chemistry and biochemistry. Participation in a research project directed by a faculty supervisor. (491—FALL & SUMMER I; 492—SPRING & SUMMER II)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

499 Senior Thesis (2:0:8)
Pr. completion of six (6) semesters of undergraduate research
Preparation of a thesis based on a student's undergraduate research. (FALL & SPRING & SUMMER)

Courses for Advanced Undergraduates & Graduate Students

531 Instrumental Analysis (3:3)
Pr. 331, 333, 205 or 352 (either may be taken concurrently), PHY 212 or 292
Theory and practice of advanced analytical techniques with emphasis on instrumental methods of analysis. (SPRING)

533 Instrumental Analysis Laboratory (1:0:4)
Coreq. 531 must be taken concurrently.
Laboratory work to accompany 531. (SPRING)

536 Computers in Chemistry (3:3)
Pr. two semesters of chemistry beyond general chemistry; one semester of calculus; one year of physics; one semester of programming in a higher level language; or permission of instructor
Introduction to analysis of chemical data and control of chemical instruments with digital computers. Designed primarily for chemistry majors but may be taken by other interested science majors. (SPRING)

553 Advanced Organic Chemistry I (3:3)
Pr. 352
Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. (FALL)

555 Organometallic Chemistry (2:2)
Pr. 352, 442
Theoretical and synthetic aspects of organometallic chemistry and applications to catalysis and synthetic organic chemistry. (SPRING)

556 Biochemistry I (3:3)
Pr. 352, BIO 111–112
Introductory biochemistry presented from a chemical perspective. Topics include amino acids, proteins and enzymes, carbohydrates, nucleic acids, lipids, membranes, and carbohydrate catabolism. (FALL)

557 Biochemistry II (3:3)
Pr. 352, 556, BIO 111–112, or permission of instructor
Continuation of CHE 556. Enzyme catalytic mechanisms, additional topics in intermediary metabolism, genetic biochemistry, and selected topics in molecular physiology. (SPRING)

558 Biochemistry Laboratory (1:0:4)
Pr. 556 or equivalent, 354, 333, or permission of instructor
Introduction to biochemical techniques, including isolation, purification and characterization of biological molecules. (SPRING)

570 Special Topics in Chemistry (1–3)
Pr. permission of instructor
- *May be repeated for a maximum of 6 s.h. when topic varies.*
- *Hours per week and credit to be arranged.*

Study in special areas of chemistry as listed below. Areas identified as follows: 570A, Analytical; 570B, Biochemistry; 570C, Inorganic; 570D, Organic; 570E, Physical; 570F, Chemical Education.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Classical Studies

including Classical Civilization, Greek, and Latin

College of Arts & Sciences

233 McIver Building
336/334-5214
www.uncg.edu/cla

FACULTY

Susan C. Shelmerdine, Professor and Head of Department
Professor Soles
Associate Professors Parker, Wharton
Assistant Professor Williams
Lecturers Danford, Starks

Mission Statement

The mission of the Department of Classical Studies is to serve the educational interests of undergraduate and master's level students, the local and statewide community, and the health of the national discipline, by preserving, transmitting and interpreting the achievements of the Classical World, and by adhering to the best practises of our discipline.

The Department of Classical Studies provides a comprehensive approach to the study of the ancient Greek and Roman world. The Department believes that students should have a solid foundation in the language, history, and culture of Greek and Roman civilization. To this end, the program is designed to ensure that all students gain proficiency in the Greek or Latin language, as well as a broad understanding of Classical literature in its cultural and historical context, the influence of Graeco-Roman civilization on the conceptions and values of Western civilization, and the methods of critical inquiry which are central to the discipline of Classical Studies.

The Department offers a wide variety of courses in English on mythology, archaeology, literature and culture, as well as courses in ancient Greek and Latin at all levels. Courses with a CCI prefix require no knowledge of either language; GRK courses require reading of texts in Greek and LAT courses require reading of texts in Latin.

Students also have an opportunity in the summer to visit Athens, Rome, and other parts of the Classical world, to participate in archaeological excavation, and to earn semester hours of credit through CCI 393, 394, 401, or 450; GRK 393, 394; LAT 393, 394; or through **Study Abroad Programs**.

Classical Studies Major (CLAS)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available concentrations and AOS Codes:

Greek Language & Literature, U356
Latin Language & Literature, U358
Classical Civilization—Greek Focus, U353
Classical Civilization—Latin Focus, U355
Classical Archaeology, U352
Classical Studies Major with Secondary Subject-Area Teacher Licensure in Latin, U129

The Department offers a B.A. in Classical Studies, with four distinct concentrations in Greek Language and Literature, Latin Language and Literature, Classical Civilization, and Classical Archaeology. All four concentrations offer a broad liberal arts experience which provides an excellent foundation for a variety of careers including law, business, government, journalism, and teaching.

The Greek Language and Literature and the Latin Language and Literature concentrations are designed to ensure a solid preparation in the chosen language and to acquaint students with those works which form the origin of European literature, history, and philosophy. These concentrations prepare students for graduate work in the Classical languages and literature and for secondary school language teaching.

The Classical Civilization and Classical Archaeology concentrations provide a solid and wide-ranging background for understanding the origin and development of our Western ideas, values, languages, institutions, attitudes, and art. The Classical Civilization concentration is an excellent major for pre-law students, who should choose courses on Roman Civilization (CCI 202), Roman Law and Society (CCI 350), and Latin to fulfill major requirements. It is also an excellent second major for those interested in any area of primary or secondary school teaching. The Classical Archaeology concentration is intended especially for students wishing to pursue graduate work in Classical Archaeology. Students interested in other areas of archaeology should also consider the **Special Program in Liberal Studies in Archaeology** (p. 94).

Classical Studies Courses Meeting General Education Core Requirements (GEC) and College of Arts and Sciences Additional Requirements (CAR)

For students entering college in fall 2001 and thereafter:

Fine Arts (GFA)
CCI 306, 312
Historical Perspectives on Western Culture (GHP/GPM)
CCI 201, 202, 211, 212, 307
Literature (GLT)
CCI 227, 228, 305, 324, 325, 326
Philosophical/Religious/Ethical Perspectives (GPR)
CCI 205, 321, 340, 350
Reasoning and discourse (GRD)
CCI 102
College Foreign Language Requirements (GFL)
GRK 203, 204
LAT 203, 204

In addition, most CCI, GRK and LAT courses carry GL marker credit. CCI 312 carries GN marker credit.

Classical Studies Courses Meeting All-University Liberal Education Requirements (AULER) and College of Arts and Sciences Liberal Education Requirements (CLER)

For students who entered college prior to fall 2001:

Analytic and Evaluative Studies (AE, CAE)
CCI 350
Historical Perspectives on Western Culture (HP, CPM)
CCI 201, 202, 211, 212, 220, 230, 323
World Literature (WL, CWL)
CCI 205, 223, 227, 228, 305, 306, 321, 324, 325, 326
College Foreign Language Requirements (CFL)
GRK 203, 204
LAT 203, 204

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Philosophical, Religious, Ethical Principles (GPR)	3
required for Classical Studies Teacher Licensure: CCI 205	
For all other concentrations, student may select.	
One additional GLT course	3
required for all concentrations *(student may select)*	
Historical Perspectives on Western Culture (GHP)	3
required for Classical Archaeology: CCI 211 or 212	
required for Greek Language & Literature: CCI 201	
required for Latin Language & Literature: CCI 202	
required for Classical Civilization: CCI 201 (Greek focus) or CCI 202 (Latin focus)	
required for Classical Studies Teacher Licensure: CCI 202	
Social and Behavioral Sciences (GSB)	6
required for Classical Studies Teacher Licensure: HEA 201. For all other concentrations, student may select.	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Global/Global Non-Western Perspectives (GL/GN)

Required: 6 s.h. in the same foreign language: GRK 203 and 204, or LAT 203 and 204; one CCI course carrying the GL or GN marker; and one additional GL/GN course selected by student. At least one course must carry the GN marker.

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
one GMO course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
required: intermediate-level proficiency in one language, demonstrated by placement test or by completing course work through course number 204:	
required for Classical Archaeology: GRK or LAT 204	
required for Greek Language & Literature: GRK 204	
required for Latin Language & Literature: LAT 204	
required for Classical Civilization: GRK or LAT 204	
required for Classical Studies Teacher Licensure: LAT 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

Minimum 27 semester hours distributed as follows in one of the four possible concentrations. Students must have at least a 2.0 GPA for courses in the major, and nine (9) hours at the 300 level or above.

Under special circumstances and with the permission of the department head, some substitutions for required courses may be allowed.

Greek Language and Literature

1. 9–15 s.h. in Greek language above the 100 level, with at least 3 s.h. at the 300 level or above
2. 3 s.h. in core course: CCI 201*
3. 6–9 s.h. in literature in translation to be chosen from: CCI 205, 206, 227, 228, 305, 306, 321, 405
4. 3–6 s.h. in Greek archaeology or history to be chosen from: CCI 211, 220, 230, 313, 314, 323, 340, 351, 353

**CCI 201 satisfies GHP and CAR GPM.*

Latin Language and Literature

1. 9–15 s.h. in Latin language above the 100 level, with at least 9 s.h. at the 300 level or above
2. 3 s.h. in the core course: CCI 202*
3. 6–9 s.h. in literature in translation to be chosen from: CCI 205, 206, 227, 228, 305, 306, 324, 325, 326, 405, 502
4. 3–6 s.h. in Roman archaeology or history to be chosen from: CCI 212, 220, 230, 314, 340, 350, 354, 355, 512

**CCI 202 satisfies GHP and CAR GPM.*

Classical Civilization

Greek Focus

1. 6–15 s.h. in Greek with minimum proficiency through the 204 level (excluding GRK 150)
2. 3 s.h. in CCI 201* (core course for Greek focus)
3. 9–18 s.h. in civilization from courses in literature, archaeology, and ancient history (to be selected with Department Advisor)

**CCI 201 satisfies GHP and CAR GPM.*

Latin Focus

1. 6–15 s.h. in Latin with minimum proficiency through the 204 level
2. CCI 202* (core course for Latin focus)
3. 9–18 s.h. in civilization from courses in literature, archaeology, and ancient history (to be selected with Department Advisor)

**CCI 202 satisfies GHP and CAR GPM.*

Classical Archaeology

1. 6 s.h. in CCI 211*, CCI 212*
2. 6–12 s.h. to be chosen from CCI 312, 313, 314, 512
3. 9–15 s.h. in Classical literature or ancient history from: CCI 201, 202, 205, 206, 220, 227, 228, 230, 305, 306, 321, 323, 324, 325, 326, 340, 350, 351, 353, 354, 355, 356, 405, 502. 3–6 s.h. may be chosen from any GRK or LAT course at the 300 level or above.
4. 0–6 s.h. with demonstrated proficiency in either ancient Greek or Latin at the intermediate level (GRK 203 and 204 or LAT 203 and 204)

**CCI 211 or 212 satisfies GHP and CAR GPM.*

V Related Area Requirements

No specific courses required.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Honors in Classical Studies

Requirements

- 6 s.h. of Honors work in CCI, GRK, or LAT courses above the 100 level (including Honors contract courses)
- 9 s.h. chosen among:
  - any 500-level CCI, GRK or LAT courses
  - any contract Honors courses
  - any Honors courses outside Classical Studies
- 3 s.h. of HSS 490 (Honors Thesis)

Qualifications

- A grade of at least 3.0 in all work used to satisfy the Honors requirement in Classical Studies
- A declared Classical Studies primary major
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Classical Studies" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See the department head for further information and guidance about Honors in Classical Studies.

Classical Studies Minor

Required: minimum of 15 semester hours

AOS Code: U350

The Classical Studies Minor complements majors in a variety of fields including anthropology, art, English, foreign languages, history, philosophy, and religious studies. Requirements are flexible enough to permit students to develop and extend their major plan of study.

The minor consists of 15 semester hours in courses above the 100 level to be worked out with the department advisor as best suited to each student's academic program.

Classical Studies Major with Secondary Subject-Area Teacher Licensure in Latin (CLAS)

AOS Code: U129

The Department of Classical Studies cooperates with the School of Education to prepare students for teaching Latin at the secondary level. The aim of the departmental program is three-fold:

1. To promote proficiency in Latin by providing courses which focus on grammatical analysis and reading of Latin texts with understanding, and which cover a range of genres and authors;
2. To make available a full variety of courses in literature, civilization, and advanced language training to ensure students a broad base of cultural and linguistic experiences;
3. To promote an understanding of and appreciation for the Classical foundations of the Western tradition.

Requirements

Minimum of 27 semester hours distributed as follows, with a minimum GPA of 3.0 in Latin (LAT) courses, and 9 hours at the 300 level or above:

1. 9–15 s.h. in Latin language above the 100 level, with at least 9 s.h. at the 300 level or above
2. 3 s.h. in Latin Grammar and Composition (LAT 531)
3. CCI 205*, and 3–6 additional s.h. in literature in translation to be chosen from:
   CCI 206, 227, 228, 305, 306, 324, 325, 326, 405, 502
4. CCI 202*, and 0–6 additional s.h. in Roman archaeology or history to be chosen from:
   CCI 212, 230, 314, 340, 350, 354, 355, 512

**CCI 202 satisfies GHP/GPM; CCI 205 satisfies GPR.*

In addition, students must meet additional requirements in General and Professional Education (see **Teacher Education**). For further information concerning these requirements students should consult with their advisor from the Department of Classical Studies.

Classical Studies as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

AOS Code: U130

This concentration is designed for students in the Elementary Education program. Much of the subject matter in the concentration (mythology, language and reading study, word origins, history, and culture) is easily adaptable for use with elementary grades students, and the flexibility of the concentration is designed to accommodate the schedules of Elementary Education majors.

Latin Focus

1. LAT 101, 102 Elementary Latin, 6 s.h., or
   LAT 140* Elementary Latin Review, 3 s.h.

**by placement exam or permission of the instructor*

2. CCI 202 Introduction to Classical Civilization: The Romans, 3 s.h.
3. CCI 205 Mythology, 3 s.h.
4. 6–9 s.h. in civilization courses selected from:
   CCI 206, 212, 220, 227, 228, 230, 305, 306, 307, 314, 324, 326, 340, 350, 354, 355, 405

Greek Focus

1. GRK 201, 202 Elementary Greek, 6 s.h.
2. CCI 201 Introduction to Classical Civilization: The Greeks, 3 s.h.
3. CCI 205 Mythology, 3 s.h.
4. 6 s.h. in civilization courses selected from: CCI 206, 211, 220, 227, 228, 230, 305, 306, 307, 314, 323, 326, 340, 351, 353, 405

Classical Civilization Courses (CCI)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses in English Translation;
no knowledge of Greek or Latin required.

Courses for Undergraduates

102 The Classical Art of Persuasion (3:3)
GE Core: GRD *GE Marker: GL*

Introduction to Greek and Roman rhetoric. Study of selected speeches in their ancient contexts (law courts, funerals, politics) and early views on the art and power of persuasion.

111 Introduction to Linguistics (3:3)

Introductory study of the science of language: principles of sound, meaning, structure, use, and the interactions of language and society. (Fall) (Same as ENG 111 and LIN 111)

201 Introduction to Classical Civilization: The Greeks (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM

Introduction to Greek civilization from its beginnings to the Hellenistic age. Lectures and discussion will focus on the development of Greek literature, thought, and art in the context of society.

202 Introduction to Classical Civilization: The Romans (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM

Introduction to Roman civilization from its beginnings to the Roman Empire. Lectures and discussion will focus on the development of Roman literature, thought, and art in the context of society.

205 Mythology (3:3)
GE Core: GPR *GE Marker: GL*
AULER/CLER: WL/CWL

Great myths of the world with emphasis on Greek and Roman mythology. Discussion of literary and artistic representations, religious, philosophical and ethical traditions, and different theories of myth.

206 Classical Origins of the English Language (3:3)
GE Marker: GL

Analysis of Greek and Latin prefixes, stems, and suffixes used in English. Emphasis on the history of beliefs, institutions, and traditions reflected in the Greek and Latin elements.

211 Introduction to Classical Archaeology (Greece) (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM

Archaeological consideration of the Mycenaean, Archaic, Classical, and Hellenistic periods of Greek civilization.

212 Introduction to Classical Archaeology (Rome) (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM

Archaeological consideration of the Italian Peninsula with emphasis on the Etruscan sites and Rome.

220 The Ancient World (3:3)
GE Core: GHP *CAR: GPM*
AULER/CLER: HP/CPM

Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as HIS 220)

227 Comparative Studies in World Epics (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL

Major world epics in translation including the following works in whole or in part: Gilgamesh, Iliad, Odyssey, Aeneid, Chanson de Roland, Divine Comedy, Jerusalem Delivered, Beowulf, Joyce's Ulysses.

228 Comparative Studies in World Drama (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL

Greek, Latin, and modern plays in translation: representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, O'Neill, Cocteau, Anouilh, et al.

230 Women in Antiquity (3:3)
GE Marker: GL
AULER/CLER: HP/CPM

Public and private lives of Greek and Roman women of the Classical Period, focusing on women's political, religious, and domestic roles, their general social status, health and welfare.

305 Classical Tragedy (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL

Study of Greek tragedians of Athens in the fifth century and their subsequent influence on later literature. Readings from Aeschylus, Sophocles, Euripides, and Seneca.

306 Classical Comedy (3:3)
GE Core: GFA *GE Marker: GL*
AULER/CLER: WL/CWL

Study of Greek comedy in the fifth and fourth centuries and its subsequent influence on later literature. Readings from Aristophanes, Menander, Terence, and Plautus.

307 Roman Myth and Legend (3:3)
GE Core: GHP *GE Marker: GL*

Examination of the myths and legends of ancient Rome and their connection to the history of Roman political and religious life. (Occ)

312 The Art and Archaeology of Egypt (3:3)
GE Core: GFA *GE Marker: GN*

Introduction to the archaeology of Egypt, emphasizing the relations between Egypt and the Aegean in the Bronze Age.

313 Archaeology of the Aegean (3:3)

Introduction to the Minoans and Mycenaeans. The archaeology of the Aegean Islands, Crete, the coast of Asia Minor, including Troy, and the mainland of Greece in the Bronze Age.

314 Ancient Cities (3:3)

Introduction to the great cities of the past, emphasizing the physical design of those cities, especially as it reflects changing political and social structures.

321 The Archaic Age (3:3)
GE Core: GPR *GE Marker: GL*
AULER/CLER: WL/CWL
Study of the Greek Archaic period, from the end of the Homeric Age to the dawn of the Classical era. Focus on literature, art, and religion within their social context.

323 The World of Alexander the Great (3:3)
AULER/CLER: HP/CPM
An introduction to the Hellenistic period of Greek civilization, emphasizing its art and architecture, its religion and literature in their historical context.

324 The Age of Cicero (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL
Introduction to Roman literature and society in the first century B.C. Focus on the development of the genres of Latin literature and the relationship between politics and literature.

325 The Age of Augustus (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL
Introduction to Roman literature and society during the reign of Augustus. Focus on the development of Latin epic poetry, historical writing, and elegy, and the relationship between authors and Emperor.

326 The Age of Nero (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL
Introduction to Roman literature and society during the reign of Nero and his immediate successors. Focus on the development of Latin drama, satire, and historical writing.

336 Language Change (3:3)
Pr. LIN 111, ENG 111, or ATY 387, or permission of instructor
What makes languages change and how does language change affect individuals and societies? Survey of the empirical study of language change, with insights drawn from linguistics, sociolinguistics, and anthropology. (Same as LIN 336)

340 Ancient Cosmology (3:3)
GE Core: GPR *GE Marker: GL*
Survey of ancient theories of the origins and configuration of the universe. Focus on Greek and Roman philosophical accounts, with some attention to Old Testament and Babylonian creation narratives.

350 Roman Law and Society (3:3)
GE Core: GPR *GE Marker: GL*
AULER/CLER: AE/CAE
Exploration of major concepts and principles of Roman law and the society in which they developed, primarily through the study of cases from the writings by Roman jurists.

351 History of Greece, 2000 B.C.– 31 B.C. (3:3)
Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as HIS 351)

353 Athens in the Fifth Century B.C. (3:3)
Pr. 220 or 351 or permission of instructor
Study of the social and political history of Athens in the fifth century B.C. (Same as HIS 353)

354 The Roman Republic, 754 B.C.–44 B.C. (3:3)
Study of the social and political forces that led to Rome's conquest of the Mediterranean World and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as HIS 354)

355 The Roman Empire, 44 B.C.–A.D. 337 (3:3)
GE Marker: GL
Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. (Same as HIS 355)

389 Experimental Course: Women in Classical Drama (3:3)
Examination of several Greek and Roman plays (tragedies and comedies) and performance techniques to understand women's presentation on the public stage as models and countermodels of conventional social mores. (Offered spring '05)

393, 394 Classical Studies Abroad (3:3), (3:3)
Pr. permission of department
Extensive reading in Greek and Latin literature in translation, ancient history and archaeology, selected in accordance with student needs. For students participating in foreign study programs.

401 Archaeological Practicum (1–3)
- *May be repeated for credit.*

Participation in the department's archaeological work in Greece and opportunity to learn the field methods of classical archaeology firsthand.

405 Advanced Studies in Mythology (3:3)
Pr. CCI 205 or permission of the instructor
Study of selected myths from Greece, Rome, and comparative cultures. Focus on original literature, supplemented by ancient and modern critical works. Topics will vary; see description for each term.

450 Internship in Classical Studies (1–6)
Pr. permission of department head
- *May be repeated once, for a maximum of 12 s.h. credit, with the provision that no more than 6 s.h. may be taken in the same country.*

Supervised field experience in museums or institutes devoted to the study of Ancient Greece or Rome and/or visitation of classical sites.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

501 Independent Study (1–3)
Pr. permission of instructor
- *May be repeated for credit for up to 6 s.h.*

Directed program of reading, research, and individual instruction in Classical Studies.

502 History of Latin Literature (3:3)
Pr. permission of instructor
A survey of Latin literature in English translation from the third century B.C. to the beginnings of the Middle Ages.

512 The Archaeology of Roman Daily Life (3:3)
Study of Roman daily life and the evidence from archaeology and ancient literature for daily life.

541 Ancient World: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, and cross-cultural interactions. (Same as HIS 541)

550 Selected Topics in Classical Studies (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in Greek and/or Roman literature, archaeology, or culture, chosen according to the needs of the students. All readings in English translation. (FALL OR SPRING OR SUMMER)

GREEK COURSES (GRK)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses require the reading of texts in Greek.

Courses for Undergraduates

150 Applied Modern Greek (1:1)
Pr. open to all students with instructor's permission
- *May be repeated for credit up to 4 s.h.*
- *Grade: Pass/Not Pass (P/NP)*
- *Will NOT satisfy foreign language requirement.*

Training in spoken demotic Greek.

201 Elementary Ancient Greek I (3:3)
GE Marker: GL

Introduction to ancient Greek. Emphasis on understanding principles of grammar and developing skills for reading ancient Greek. (FALL)

202 Elementary Ancient Greek II (3:3)
GE Marker: GL
Pr. 201

Continuation of GRK 201. Emphasis on advanced grammar and reading of selections from ancient Greek authors (e.g., Euripides, Xenophon, Plato, New Testament). (SPRING)

203 Intermediate Ancient Greek I (3:3)
GE Marker: GL *CAR: GFL*
CLER: CFL
Pr. 202

Designed to develop proficiency in the reading of ancient Greek prose and to introduce students to Greek prose authors. Plato and Lysias/Herodotus (or another historian) taught in alternate years. (FALL)

204 Intermediate Ancient Greek II (3:3)
GE Marker: GL *CAR: GFL*
CLER: CFL
Pr. 203

Continuation of GRK 203. Designed to develop proficiency in reading ancient Greek poetry and to introduce students to Greek poets. Greek tragedy/Homer taught in alternate years. (SPRING)

303, 304 Greek Drama (3:3), (3:3)
GE Marker: GL
Pr. 204, or permission of instructor

Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes.

311 The Greek Orators (3:3)
GE Marker: GL
Pr. 204, or permission of instructor

Selections from the works of Greek orators; emphasis on Antiphon, Lysias, Isocrates, and Demosthenes.

312, 313 Greek Historical Writers (3:3), (3:3)
GE Marker: GL
Pr. 204, or permission of instructor

Selections from the works of the Greek historians; emphasis on Herodotus and Thucydides.

331 The New Testament (3:3)
Pr. 204, or permission of the instructor

Selections from the New Testament.

341 Homer (3:3)
GE Marker: GL
Pr. 204, or permission of instructor

Selections from Iliad and Odyssey.

350, 351 Special Topics in Greek Studies (3:3), (3:3)
Pr. 203, 204. Student should consult instructor before registering for course.

Opportunity for students to work individually or in small groups on problems of special interest in Greek literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

393, 394 The Study of Greek Abroad (3:3), (3:3)
Pr. 204 and permission of department

Extensive reading in Greek literature selected in accordance with student needs. For students participating in foreign study programs.

401 The Greek Epic (3:3)
Pr. 204, or permission of instructor

Selections from the works of Homer, Hesiod, and Apollonius of Rhodes.

403 Greek Lyric Poetry (3:3)
Pr. 204, or permission of instructor

Survey of Greek lyric poetry with emphasis on Sappho and Alcaeus; the pastoral poetry of Theocritus, Bion, and Moschus.

405 Hellenistic Poetry (3:3)
Pr. 204, or permission of instructor

Selections from Hellenistic poetry; emphasis on Callimachus and Theocritus.

421 The Greek Philosophers (3:3)
Pr. 204, or permission of instructor

Selections from the Presocratics, Plato, Aristotle, and representatives of the Hellenistic schools.

450 Seminar in Greek Studies (3:3)
Pr. 204, or permission of instructor

Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

501 Independent Study (1–3)
Pr. permission of instructor
- *May be repeated for up to 6 s.h. credit.*

Directed program of reading, research, and individual instruction in Greek language and literature.

550 Topics in Greek Studies (3:3)
Pr. permission of instructor
- *May be repeated once for credit when topic varies.*

Studies in selected topics in Greek literature or language, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

LATIN COURSES (LAT)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses require the reading of texts in Latin.

Students who have a background in high school Latin must take the Latin placement exam before registering for any Latin courses.

Courses for Undergraduates

101 Elementary Latin I (3:3)
GE Marker: GL
Introduction to Latin. Emphasis on understanding principles of grammar and developing skills for reading Latin. (FALL)

102 Elementary Latin II (3:3)
GE Marker: GL
Pr. 101 or appropriate score on the Latin placement exam
Continuation of LAT 101. Emphasis on advanced grammar and selected readings. (SPRING)

140 Elementary Latin Review (3:3)
GE Marker: GL
Pr. permission of instructor
Accelerated elementary curriculum for students with previous Latin experience or a demonstrable aptitude for second-language acquisition. (FALL)

203 Intermediate Latin I (3:3)
GE Marker: GL *CAR: GFL*
CLER: CFL
Pr. a grade of C- or better in LAT 102 or 140, or appropriate score on the Latin placement exam, or permission of instructor
Designed to develop proficiency in reading of Latin and introduce students to Latin prose and poetry.

204 Intermediate Latin II (3:3)
GE Marker: GL *CAR: GFL*
CLER: CFL
Pr. LAT 203, or appropriate score on the Latin placement exam, or permission of instructor
Study of Latin prose and poetry with continued emphasis on developing proficiency in reading Latin.

301 Roman Lyric Poetry (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Selections from the poetry of Catullus and Horace.

302 Roman Letters and Men of Letters (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Selections from the letters of Cicero, Pliny, and Seneca.

303 Roman Drama (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Selections from Plautus, Terence, and Seneca.

311 The Roman Orators (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Selections from the speeches and rhetorical works of Cicero and of other Roman orators.

312 Roman Historians (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Selections from Julius Caesar, Sallust, Livy, and Tacitus.

321 Roman Satire (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Selected satires of Horace and Juvenal.

350, 351 Special Topics in Latin Literature (3:3), (3:3)
Pr. 204. Student should consult instructor before registering for course.
Opportunity for students to work individually or in small groups on problems of special interest in Latin literature or language. Work may represent either survey of a given field or intensive investigation of particular problem.

393, 394 The Study of Latin Abroad (3:3), (3:3)
Pr. 204 and permission of department
Extensive reading in Latin literature selected in accordance with student needs. For students participating in foreign study programs.

400 Intensive Reading of Latin (3:3)
Pr. permission of the instructor
Systematic review of Latin grammar and intensive reading of selected authors intended to prepare students for further work in Latin.

401 Vergil (3:3)
GE Marker: GL
Pr. 204, or permission of instructor
Vergil's Aeneid VII–XII; reading from the Eclogues and Georgics.

402 Ovid (3:3)
Pr. 204, or permission of instructor
Selected readings from Ovid's Metamorphoses, Amores, and Fasti.

405 Poetry in the Age of Augustus (3:3)
Pr. 204, or permission of instructor
Survey of Latin literature from 40 B.C. to A.D. 14; selections from Vergil, Horace, the elegiac poets, and Ovid.

421 Roman Philosophical Writings (3:3)
Pr. 204, or permission of instructor
Selections from essays of Cicero, De Rerum Natura of Lucretius, and essays of Seneca.

450 Seminar in Latin Studies (3:3)
Pr. 204, or permission of instructor
Extensive readings in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

501 Independent Study (1–3)
Pr. permission of instructor
- *May be repeated for up to 6 s.h. credit.*

Directed program of readings, research, and individual instruction in Latin language.

531 Latin Grammar and Composition (3:3)
Pr. 204, or permission of instructor
Intensive study of Latin grammar, syntax, and prose style; includes reading of Latin texts and translation into Latin from English. Required for initial licensure in Latin. (Formerly LAT 431)

550 Topics in Latin Studies (3:3)
- *May be repeated once for credit when topic varies.*

Studies in selected topics in Latin literature or languages, e.g., the development of a genre, the nature of a period in literary history, or the treatment of a particular theme.

552 Teaching Secondary-Level Latin: Current Trends (3:3)
Pr. admission to the "A" licensure or M.Ed. in Latin program, or permission of instructor
- *May be repeated once for credit when topic varies.*

Recent trends and issues in teaching Latin at the secondary level. Topics include: review of textbooks, use of technology, research on second language acquisition, reaching diverse learners, and other current issues.

571 Medieval and Renaissance Latin (3:3)
Pr. permission of the instructor

Selections from Medieval and Renaissance prose and poetry.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Communication

College of Arts & Sciences

102 Ferguson Building
336/334-5297
www.uncg.edu/cst

FACULTY

P. M. Kellett, Associate Professor and Head of Department
Associate Professor Natalle
Assistant Professors Bracci, Carlone, DeGooyer, Fujimoto, Jovanovic, Poulos
Visiting Assistant Professor Manning
Lecturers Baker, Cook, Cuny, Delk, Donahey, Fairfield-Artman, Ferguson, Gisclair, Goldberg, Steger

Mission Statement

The mission of the Department of Communication is to teach students the study of strategic and ethical uses of communication to build relationships and communities.

The curriculum is based solidly on our core values: (1) we teach theoretically grounded strategies for communication effectiveness in diverse contexts; (2) we teach ethical deliberation as a foundation for making informed choices; (3) we teach ways of understanding, improving, and contributing productively to changes in our personal, professional, and mediated relationships and communities.

The Department offers the B.A. in Communication Studies as well as an undergraduate minor. The M.A. degree is also offered in the department. For details on the graduate program see *The Graduate School Bulletin*.

The Department of Communication offers required and elective courses that are designed to make productive use of differing learning styles among students: theoretical and applied, textual and experiential, topical and case study, course work and internships/service learning, individual and groups/team based performances. A number of courses involve service learning to link communication, action, and academic study.

The Department of Communication provides opportunities to study relational, group, workplace, and community communication. Communication courses contribute to a liberal education by teaching creative thinking and problem-solving, critical reasoning, and effective oral, written, and mediated communication. The faculty strongly believe in the interdisciplinary nature of communication, and this curriculum encourages elective credit hours to be taken in allied disciplines such as African American Studies, Anthropology, Broadcasting and Cinema, Business, English, Philosophy, Political Science, Psychology, Sociology, and Women's and Gender Studies. Additionally the Department participates in Service learning, the University Honors Program, Writing Across the Curriculum (WAC) and Speaking Across the Curriculum (SAC) programs, and regularly offers freshman seminars. Opportunities also exist for Study Abroad (see p. 327) including exchanges in Europe. Communication Studies majors with a 3.0 GPA may apply to go abroad in the spring semester of their junior year to participate in the Intercultural Studies program at Vaxjo University in Vaxjo, Sweden. The program (taught in English) requires course work in socio-cultural theory, intercultural interactions, cultural analysis, and fieldwork, with optional study in basic Swedish.

The undergraduate program in Communication Studies is designed to serve as a solid foundation for a variety of professional and entrepreneurial careers; it also provides preparatory work for graduate studies in communication, as well as related fields such as law, business, media studies, and the ministry. Faculty and students in the Department of Communication are actively involved in research, service, and consulting with community, state, regional, national, and international organizations and agencies.

Criterion for Progression in the Major

Only grades of C- or better, taken in Communication courses, will count toward completion of a major in the Department.

Communication Studies Major (CMST)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U137

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Social and Behavioral Sciences (GSB)	6

Department specifies courses for:

One additional GLT course *(student may select)* 3

Reasoning and Discourse (GRD) 6

ENG 101 or FMS 115 or RCO 101, and CST 105

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture 3

either a GHP/GPM or GMO course

Natural Sciences 3–4

one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB) 3

one additional GSB course

Foreign Language (GFL) 0–12

intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)

a total of four WI courses

IV Major Requirements (36 semester hours)

1. 15 s.h. to include :
   CST 105* or 341, 200, 207, 210, and either 300 or 305
2. 21 additional s.h. of CST electives at the 300 level or above

For guidance and assessment purposes, all CST majors will review their ongoing student portfolios with their advisors each time they meet.

**CST 105 fulfills 3 s.h. of GRD and serves as an SI course.*

V Related Area Requirements

No specific courses are recommended.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Honors in Communication Studies

Requirements

For Honors requirements, check with the departmental office and see Honors Programs information on pp. 208–209.

Communication Studies Minor

Required: minimum of 18 semester hours

A minor in Communication Studies consists of CST 200, and at least 15 semester hours of additional courses in the Communication Studies Program.

Communication Studies as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

1. Required core courses: 6 s.h. from either CST 105 or 200 and either 311 or 305
2. 12 s.h. from the following: CST 207, 210, 315, 344, 350, 599

COMMUNICATION STUDIES COURSES (CST)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

105 Introduction to Communication Studies (3:3)

GE Core: GRD

AULER/CLER: RD/CRD

Introduction to the principles and skills for effective communication in the contexts of public speaking, interpersonal communication, and small group/team communication. Videotaping used to enhance personal growth.

200 Communication and Society (3:3:1)

AULER/CLER: SB/CSB

Exploration of role and impact of communication in diverse communities. Ethical and social responsibilities of civic action are examined in the context of community problem solving. Includes service learning experience in a supervised setting.

207 Relational Communication (3:3)

Contemporary theory and practice of relational communication, with emphasis on increasing awareness of strategic and ethical uses of communication to build relationships.

210 Communication Ethics (3:3)

Provides students with an opportunity to think critically about ethical and moral dimensions of current practices in interpersonal, institutional, and public communication.

300 Communication Theory (3:3)

Pr. 105 and junior standing

Critical analysis and evaluation of scientific, rhetorical, and critical theories of communication. Emphasis on how theory assists us to understand, predict, and transform society.

305 Persuasion in Western Culture (3:3)

AULER/CLER: HP/CMO

Pr. 105 and junior standing

Significant theories in persuasive communication from classical times to the present. Types of societies in which oratory flourishes. Critical analysis of selected speakers. Contemporary issues, including the ethics of persuasion.

308 Strategies in Organizational Communication (3:3)

Surveys of organizational communication theories, practices, and functions, as strategic communication that enable organizations to function both ethically and effectively, to achieve goals within communities.

311 Cooperative Argumentation (3:3)

Course content explores the theory and practice of collaborative argumentation. This includes analysis and deliberation over contemporary issues and training in reasoned, persuasive oral and written communications. (FALL)

315 Strategic Communication (3:3)

The course provides an overview of contemporary theories, philosophy, and practice of persuasive communication in personal, group, and mass media. Analyze and apply theories of persuasion and rhetorical patterns in messages and inquire into evaluative and ethical issues that can affect judgment.

333 Special Problems (1–3)

Pr. permission of faculty supervisor

- *May be repeated for credit.*

Guided individual study in an area of special interest to the student.

337 Intercultural Communication (3:3)

Drawing from multiple theoretical perspectives, this course explores theories, research, and issues important to the understanding of communication between people from different racial, ethnic, national, and other cultural backgrounds. (FALL)

341 Business and Professional Communication (3:3)

AULER/CLER: RD/CRD

Foundation for achieving goals through communication in business and professional settings. Emphasis on oral competency within variety of contexts: public, interpersonal, interviewing, teams. Videotaping used for presentation improvement.

342 Communication and Public Relations (3:3)

Public relations and its function within society and the organization. Theoretical base and practical approaches to communicating with target publics.

344 Negotiation and Conflict Management (3:3)

Role and functions of negotiation in conflict management.

350 Small Group and Team Communication (3:3)

Theory and practice of small group/team communication, emphasizing student participation. Develops skills for leadership in small group/teams. Develops framework for analysis of effective small groups/teams.

390 Studies in Communication Across the Curriculum (3:3)

Pr. CST 105 or 341 (may be taken as a corequisite); 3.0 GPA in the student's major; written permission from the Speaking Across the Curriculum Center Director

Explores principles of Communication Across the Curriculum, applying them to interpersonal communication, listening, group communication, public speaking, and pedagogy to prepare Communication Consultants in UNCG's Speaking Intensive program.

399 Communication Research Methods (3:3)

Pr. 200, 207, 210, 300, 305

Theoretical examination and practical application of the philosophical, ideological, and processual bases for selecting, using, and evaluating methods of conducting and reporting communication research.

412 Communication Internship (3–6)

Pr. will vary; junior or senior status, and permission of instructor

- *Open to majors only.*
- *May be repeated for maximum of 6 s.h. credit.*

Field learning experience using communication theory, research, and strategies in agencies and organizations within the larger community. (FALL & SPRING)

460 Cases in Applied Communication (3:3)

Pr. permission of instructor

- *May be repeated for credit a maximum of three times when topics vary.*

Seminar in applying communication theory and research to actual situations through published cases.

493 Honors Work (3–6)

Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)

- *May be repeated for credit if the topic of study changes.*

499 Senior Project Seminar (3:3)

Pr. senior status and permission of instructor

"Capstone experience" for majors. Course explores the themes of strategies, ethics, relationships, and communities, in their academic experience.

Courses for Advanced Undergraduates & Graduate Students

502 The Semiotics of Everyday Life (3:3)

Pr. graduate status or permission of instructor

Language, meaning, and sign systems as communication process. Emphasis on projects to apply theoretical concepts from general semantics and semiotics to promote understanding of how humans symbolically construct reality.

506 Speaking Out for Community Change (3:3)

Pr. 305 recommended for undergraduates

Exploration of theory and practice in community advocacy. Focus on public deliberation, moral conflict, and community dialogue in value-laden topics and controversies. (FALL OR SPRING)

555 Relational Communication and the Hollywood Feature Film (3:2:3)

Pr. undergraduates: 207, 300 or 305, and upper division standing

Analysis and applicaton of images, discourses, and practices concerning human communication and relationships as they are represented in the powerful cultural medium of film. (ALT YEAR)

562 Organizational Change (3:3)

Pr. graduate status or permission of instructor

Instruction in communicating changes into existing organizations. Methods of creating a climate for change, diffusing new ideas and technologies, and assessing change consequences.

576 Communication, Play, and Creativity (3:3)

Pr. advanced undergraduate/graduate standing; undergraduates must have permission of instructor

Examination of how play and creativity infuse and transform our communicative actions in interpersonal relationships, workplaces, and our communities. (ALT SPRING)

599 Communication Pedagogy (3:3)

Pr. graduate status or permission of instructor

Seminar focusing on the effect of communication upon learning. For graduate teaching assistants in any discipline, graduates or undergraduates interested in teaching or training. Emphasis on pedagogical principles and instructional materials.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Communication Sciences & Disorders

School of Health & Human Performance
300 Ferguson Building
336/334-5184
www.uncg.edu/csd

FACULTY
Celia R. Hooper, Professor and Head of Department
Associate Professors Cimorelli, Hinton, Mayo, Nwokah, Tucker
Assistant Professors Phillips
Academic Professional Professor McCready
Academic Professional Assistant Professors Flynn, Mankoff, Murray, Raleigh
Adjunct Associate Professor Butler
Adjunct Assistant Professors Campbell, Delagrange, Fox-Thomas, Ramsey

Mission Statement

The Mission of the Department of Communication Sciences and Disorders is to prepare students with a background in speech, language, and hearing sciences, and in speech, language, and hearing disorders in anticipation of their continued studies at the graduate level.

Speech Pathology and Audiology Major (SPAU)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U143

The Speech Pathology and Audiology Major, offered by the Department of Communication Sciences and Disorders, provides a preprofessional program for those preparing for graduate study in speech-language pathology. The major is designed to satisfy some requirements for the N.C. license in Speech-Language Pathology or Audiology, although no license is awarded until completion of the master's degree in speech language pathology and the Au.D. or Ph.D. in audiology. Instruction is designed to meet American Speech-Language-Hearing Association standards. Transfer students may require an additional semester to complete the undergraduate degree program.

Student Learning Goals

Students majoring in Speech Pathology and Audiology will be able to:

- Identify the foundations of normal communication (speech, language, hearing).
- Explain the theories and processes involved in the identification and evaluation of communication disorders.
- Identify disorders of receptive and expressive written and oral language (phonology, morphology, syntax, semantics, and pragmatics).
- Identify disorders of speech production (articulation, voice, and fluency).
- Describe the cognitive and social aspects of communication.
- Relate issues of cultural diversity to communication and its disorders.
- Explain relationships of hearing and hearing disorders to speech and language development and disorders.
- Analyze and measure hearing function.
- Describe habilitation and rehabilitation of individuals with hearing impairment.

Admission Requirements

a. Students must be formally admitted to the Speech Pathology and Audiology Major. Only students with a written acceptance will be permitted to enroll in required courses at the 300 level or above.
b. Applicants for admission to the Speech Pathology and Audiology major may apply only after completion and/or transfer of 55 semester hours and must apply before enrollment in any required courses at or above the 300 level in the major. Applicants must have an overall grade point average of at least 3.0 to be admitted to the major.
c. The grade point average (see b. above) is a minimum requirement and simple compliance does not automatically imply admission. In all cases, admission is competitive and limited by space available in the program.
d. Students seeking admission to the Speech Pathology and Audiology Major should proceed as follows:
   (1) Secure an official transcript(s) of undergraduate course work completed at colleges and universities other than UNCG, and an unofficial transcript from UNCG;
   (2) Secure an application from the Communication Science and Disorders Program Office, 300 Ferguson Building;
   (3) Deliver both the transcripts and the completed application to the Program Office, 300 Ferguson Building, by July 1ST.
   (4) In some cases the Program may require additional information or an interview, so the application process should be initiated immediately after completion of 55 hours.

Criteria for Continuing in the Speech Pathology and Audiology Major

a. Maintenance of a minimum overall grade point average of 3.0
b. Minimum grade point average of 2.70 in CSD 306, 307, 308, and 309, with no grades in these courses below C-
c. No grades below C- in any course in the major
d. Demonstration of high quality oral and written communication
e. Compliance with all University regulations including the Academic Honor Policy

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3

One additional GLT, GFA, or GPR course 3
Historical Perspectives on Western Culture (GHP) 3
Mathematics (GMT) 3
Natural Sciences (GNS) 6–7
one must be a laboratory course; each must have a different departmental prefix
Reasoning and Discourse (GRD) 6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course

Department specifies courses for:

Social and Behavioral Sciences (GSB) 6
Required: PSY 121 and one other GSB course

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Global/Global Non-Western Perspectives (GL/GN)
6 s.h. of a foreign language through the 102 level, and two additional GL/GN courses, one of which must carry the GN marker

Students may select courses for:

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Minimum 27 semester hours above the 100 level.

a. All majors are required to take:
- CSD 306, 307, 308, 309, 334, 336, 337, 556, and 588; MAT 115; PSY 121*; SES 135
- one additional GSB course (in addition to the 6 s.h. required by GEC) from the list on p. 54
- one additional GNS course from the list on p. 53 (in addition to the 6–7 s.h. required by GEC)
- 6 s.h. of a foreign language through the 102 level*

**PSY 121 satisfies one GSB; 6 s.h. of a foreign language satisfy two GL requirements.*

b. Students preparing for graduate study in **speech-language pathology** are required to take: CSD 338, 339, and 550

c. Students preparing for graduate study in **audiology** are required to take: STA 108 and ISM 110

COMMUNICATION SCIENCES AND DISORDERS COURSES (CSD)

Courses for Undergraduates

150 Communication Disabilities in Film (3:2:3)

Popular films and their portrayal of individuals with various speech, language, or hearing problems; how that information promotes images that are positive and negative; and how those images influence public opinion. (FALL)

219 Communication Disorders Laboratory (1:0:2)

Pr. permission of instructor
- *May be repeated for credit.*
- *Grade: Pass/Not Pass (P/NP)*

Supervised therapy for students with speech, voice, language, or hearing problems.

250 Concepts in Communication Sciences (3:3)
- *For freshmen and sophomores.*

Concepts essential in understanding human communication; factors affecting life-long development and competency of speech, language and hearing.

306 Introduction to Phonetics (3:3)

Pr. majors only, or by permission of instructor
Coreq. must be taken concurrently with 307, 308, and 309.
- *Not open to freshmen or sophomores.*

Recording of speech using the International Phonetic Alphabet in broad transcription. General American dialects and variations.

307 Speech and Hearing Science (3:3)

Pr. majors only, or by permission of instructor
Coreq. must be taken concurrently with 306, 308, and 309.
- *Not open to freshmen or sophomores.*

Acoustic principles of speech and hearing; analysis of the acoustic characteristics of speech and physiological correlates; speech perception.

308 Language and Speech Development (3:3)

Pr. majors only, or by permission of instructor
Coreq. must be taken concurrently with 306, 307, and 309.
- *Students cannot receive credit for both this course and SES 240.*
- *Not open to freshmen or sophomores.*

Theory and evidence of the chronological development of phonology, syntax, semantics, and pragmatics in the child.

309 Anatomy and Physiology of the Speech and Hearing Mechanism (3:3)

Pr. majors only, or by permission of instructor
Coreq. must be taken concurrently with 306, 307, and 308.
- *Not open to freshmen or sophomores.*

Anatomical and physiological bases of human communication.

334 Introduction to Audiology (3:3)

Pr./Coreq. CSD 308, and either SES 240 or CSD 307; or permission of instructor
- *Speech Pathology/Audiology and Education of Deaf Children majors only*

Basic anatomy and physiology of the auditory system, fundamental hearing science, and methods and techniques of hearing measurement and interpretation for the assessment, diagnosis, evaluation, and rehabilitation of hearing disorders.

336 Articulation Disorders (3:3)

Pr. 306, 307, 308, 309

Analysis of defective articulation-resonance as related to faulty development and to orofacial, neurologic, and sensory disabilities. Techniques for remediation.

337 Language Disorders (3:3)
Pr. 306, 307, 308, 309

Nature, theory, measurement, and management of language problems in children and adults. Emphasis on problems in children.

338 Voice Disorders (3:3)
Pr. 306, 307, 308, 309

Factors related to voice disorders in children and adults. Procedures for the examination of voice. Remediation techniques.

339 Fluency Disorders (3:3)
Pr. 306, 307, 308, 309

Basic theories and principles in the onset, development, and maintenance of stuttering and similar disorders. Principal factors in measurement, diagnosis, and treatment.

Courses for Advanced Undergraduates & Graduate Students

550 Diagnostic Procedures: Inquiry, Observation and Measurement (3:2:3)
Pr. completion of all CSD 300-level courses required for the major or permission of the instructor

Processes and techniques of data acquisition and analysis for the diagnosis, assessment, and evaluation of communication disorders.

551 Speech and Language Disorders: Diagnostic Procedures (3:2:2)
Pr. permission of instructor

Differential diagnosis of speech, language, voice, and rhythm problems.

552 Communication and Aging (3:3)
Pr. 308 or permission of instructor

Development of communication in old age; factors affecting development and competency; communication evidence and theories of aging; facilitation of life-long functional communication.

554 Advanced Speech Science (3:3)
Pr. 306, 307, 308, 309

Acoustic theory and methods of analysis; acoustic structure of speech and its physiological correlates; application of acoustic information to clinical management of disorders of communication.

556 Aural Rehabilitation (3:3)
Pr. 334

Principles of aural rehabilitation with hearing impaired adults and their significant others. (SPRING)

571 Beginning Clinical Practice in Speech-Language Pathology (3:2:4)
Pr. admission to the appropriate degree program or permission of instructor
- *Grade: Satisfactory/Unsatisfactory, S/U*

Beginning clinical practice in diagnosis of and therapy for communication disorders.

575 Instrumentation for Communication Disorders (3:3)
Pr. permission of instructor

Instrumentation commonly used in communication disorders; operation and measurement techniques for clinical and research applications.

588 Neurology of Speech, Language and Hearing (3:3)
Pr. 309 or permission of instructor

An overview of neuroanatomy and neurophysiology with a concentration on neurological mechanisms related to speech, language and hearing.

589 Experimental Course: Hearing Technologies (3:3)
Pr. 334

Study of pediatric aural rehabilitation, focusing on child hearing aids, cochlear implants, and sound field systems. (Offered spring '05)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Computer Science

(see Mathematical Sciences)

Conflict Resolution

Master of Arts and Post-Baccalaureate Certificate Programs

The Graduate School

Program office: 257 Brown Annex
336/334-4117
www.uncg.edu/grs/Conflict_Resolution

Cathie Witty, Director

Please refer to The Graduate School Bulletin *for graduate-level courses.*

Department of Consumer, Apparel, and Retail Studies

School of Human Environmental Sciences
210 Stone Building
336/334-5250
www.uncg.edu/crs

Faculty
Professor C. Dyer
Associate Professors B. Dyer, Kilduff, Nelson
Assistant Professor Watchavesringkan
Lecturers Lyon, Ramsey

The Consumer, Apparel, and Retail Studies Department offers two major concentrations: Apparel Product Design and Retailing and Consumer Studies. These concentrations prepare students for positions with companies that focus on the process of concept to consumer for apparel and consumer-related products. Graduates may take positions in product design, product development, fashion trend forecasting and analysis, quality control, sourcing, merchandising, buying, and retail management.

During the first two years of study, students will complete the majority of their general education requirements and begin introductory consumer, apparel, and retailing courses. Because many students change majors early in their academic careers, the majority of consumer, apparel, and retailing courses are offered during the junior and senior years. An apparel product construction proficiency exam must be passed to be admitted to the Apparel Product Design concentration. Additionally, for both concentrations, a grade of C (2.0) or better must be earned in all courses in the major.

International exposure is built into the curriculum. Study of foreign languages is encouraged and international study experiences are possible. All majors take supporting courses in the Bryan School of Business and Economics. All students in the Retailing and Consumer Studies concentration automatically earn a business minor by fulfilling their major and concentration requirements.

Internship experiences are required of all CARS students through a structured two-course sequence that includes a pre-internship class that prepares them both to find internships and to achieve successful internship experiences. The CARS Internship Program Coordinator structures and supervises internships to ensure quality experiences. Because of the proximity to North Carolina's strong apparel and retailing industries, the majority of students have internships within the state; however, the long-standing relationships between CARS and the apparel, fashion, and retailing industries link students to opportunities for out-of-state internships in such exciting places as New York City, Atlanta, and the West Coast.

Consumer, Apparel, and Retail Studies Major (CARS)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:
Apparel Product Design, U538
Retailing and Consumer Studies, U539

Criterion for Progression in the Major

Only grades of C (2.0) or higher in CRS, APD, and RCS courses will count toward completion of the CARS major and concentrations.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Natural Sciences (GNS) required: CHE 103 or 106, and CHE 110; and one additional GNS course with a different departmental prefix	7
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and CST 105	6
Social and Behavioral Sciences (GSB) required: SOC 101 or PSY 121, and any other ATY, PSY, or SOC course	6
Mathematics (GMT) required: MAT 115	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Student may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
Four (4) courses carrying GL/GN markers; at least one of which must carry the GN marker.

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

Major Area Requirements

CRS 231, 255, 312, 321, 331, 332, 463, 481

Apparel Product Design Concentration Required Courses

APD 250, 342, 443, 444, CRS 372

Retailing and Consumer Studies Concentration Required Courses

RCS 261, 361, 362, 464, 484, 560

Related Area Requirements for Both Concentrations

ACC 201; CHE 103 or 106, and 110; CST 105; ISM 110; MAT 115; PSY 121 or SOC 101; 3 s.h. of MGT from 200, 309, 312, 330, or 354

Related Area Requirements for Apparel Product Design Concentration

IAR 101 and 321

Related Area Requirements for Retailing and Consumer Studies Concentration

ECO 101 or 201, and 250; MKT 320

IV Electives

Apparel Product Design Concentration

- Four (4) required electives to be taken in the CARS major
- One required elective from MKT, MGT, or ECO
- Remaining electives sufficient to complete total semester hours required for degree

Retail and Consumer Studies Concentration

- Four (4) required electives to be taken in the CARS major
- One required elective from MKT, MGT, or ECO to complete the requirements for a minor in Business
- Remaining electives sufficient to complete total semester hours required for degree

Retailing and Consumer Studies Minor

Required: minimum of 15 semester hours

Majors in programs outside of the Consumer, Apparel, and Retail Studies Department may elect a minor in Consumer, Apparel, and Retail Studies by completing 15 semester hours, one course of which must be at the 500 level. Required courses (9 hours) for the minor are CRS 231, 255, and 261; the remaining courses can be selected from the following, provided prerequisites are met: RCS 361, 362, 464, 484, 560, or CRS 312, 321, 372, 463, 530, 562.

APPAREL PRODUCT DESIGN COURSES (APD)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

242 Design Principles Applied to Textile Products (3:3)
Pr. grade of C (2.0) or better in CRS 211 or its equivalent as determined by the instructor

Application of the elements and principles of design to analysis of textile products and solution of design problems. Emphasis on textile product design evaluations through verbal and written communications. (Formerly TDM 242)

244 Visual Communication for the Textile Products Industry (3:2:3)
Pr. grade of C (2.0) or better in 242 or its equivalent as determined by the instructor

Survey of industry methods for communicating design concepts and presenting finished products. Emphasis is on use of media and development of techniques for rendering fabrics and textile product designs. (FALL) (Formerly TDM 244)

250 Product Design Studio I: Process & Structure (3:2:3)
Pr. overall GPA of C (2.0) or better or permission of instructor

Introduction to the apparel design process. Introduction to basic flat pattern, draping, and fitting principles. Theories and methods in designing apparel for various target markets. (SPRING) (Formerly TDM 250)

251 Principles of Apparel Evaluation (3:3)
Pr. grade of C (2.0) or better in CRS 211, 231 or their equivalents as determined by the instructor

An examination and evaluation of ready-to-wear apparel including terminologies, production techniques and price/quality relationships. (FALL) (Formerly TDM 251)

341 Apparel Design Techniques (3:1:6)
Pr. grade of C (2.0) or better in CRS 211, APD 242, 250 or their equivalents as determined by the instructor

Development of apparel designs by flat pattern techniques and original design process. (FALL) (Formerly TDM 341)

342 Product Design Studio II: Process & Structure (3:1:6)
Pr. overall grade of C (2.0) or better in APD 250 or permission of instructor

Development of the design process for apparel and related product design. Emphasis on designing for specific target markets. Advanced principles and methods of developing patterns for the body, including advanced flat pattern, draping, and fitting principles. Use of CAD tools for pattern development. (FALL) (Formerly TDM 342)

441 Computer Applications for Textile Products (3:1:6)
Pr. grade of C (2.0) or better in APD 341 or its equivalent as determined by the instructor

Utilizing computer technology to create, merchandise, and develop textile product lines including design, fabrication, production specifications, markers, grading and presentations. (Formerly TDM 441)

443 Product Design Studio III: Creative and Experimental Design (3:1:6)
Pr. grade of C (2.0) or better in APD 342 or by permission of instructor

Principles and methods of product design with an emphasis on creative and experimental approaches. Development of visual vocabulary and knowledge of trend prediction to generate design ideas. Use of diverse materials and structures for three-dimensional design. (SPRING) (Formerly TDM 443)

444 Product Design Studio IV: Technical Design (3:1:6)
Pr. grade of C (2.0) or better in APD 443 or by permission of instructor; senior majors only.

Analysis and improvement of apparel fit, specification development, and quality. Process of costing, development of technical design, as well as understanding of sizing systems and specific markets in product design. (FALL) (Formerly TDM 444)

452 Textile Products Production Management (3:3)
Pr. grade of C (2.0) or better in CRS 211, 231 or their equivalents as determined by the instructor or permission of the instructor
Overview of management issues in textile product production including raw material selection and evaluation, computer integration, equipment selection, planning production, costing, and quality control. Several manufacturing systems are analyzed. (SPRING) (Formerly TDM 452)

Courses for Advanced Undergraduates & Graduate Students

545 Experimental Product Design (3:2:3)
Pr. grade of C (2.0) or better in APD 342, 441, 443, and 444, or their equivalents as determined by the instructor or permission of the instructor
Interrelationship of factors involved in textile product design for the mass market; use of industrial design processes and equipment, cost analysis, and production methods. (SPRING) (Formerly TDM 545)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

CONSUMER, APPAREL, AND RETAIL STUDIES COURSES (CRS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

121 Culture, Human Behavior, and Clothing (3:3)
GE Marker: GN
AULER/CLER: NW/CNW
Interaction of clothing and textiles with the individual and society: sociological and psychological implications for non-western cultures. (Formerly TDM 121)

211 Textile Science: From Fiber to Finish (3:3)
AULER/CLER: NS/CPS
Principles of textile science with emphasis on fiber chemical composition, physical structure, and properties; analyses of yarn and fabric structures and properties; and fundamentals of coloration and finishing. (Formerly TDM 211)

231 Introduction to Apparel and Consumer Retailing: From Concept to Consumer (3:3)
Interaction of the consumer with apparel, retail, and associated industries. Overview of industry processes from raw material to consumption for apparel and other consumer products. Career opportunities explored. (Formerly TDM 231)

255 Consumer Survival: Coping with Rights and Responsibilities (3:3)
Study of consumers and consumer choices, big and small, right and wrong, in today's complex, ever-changing marketplace. Consumer rights, responsibilities, and diversity considered. Basis for informed and wise consumer decisions. (FALL & SPRING)

312 Quality Analysis of Consumer Goods (3:2:3)
Pr. CHE 103 or 106 and CHE 110 or permission of instructor
Overview of the physical structure and properties of fiber, yarns, fabric, and apparel. Examination and evaluation of ready-to-wear apparel and related consumer goods from a consumer perspective. (Formerly TDM 312)

321 Social Psychology of Dress (3:3)
GE Core: GSB
Pr. grade of C or better in SOC 101 or 341 or PSY 121 or their equivalents as determined by the instructor
Social and cognitive processes related to the meanings people assign to clothing cues when perceiving one another. Focus on appearance-related stereotypes: age, gender, physical attractiveness, status, and ethnicity. (SPRING) (Formerly TDM 321)

331 Pre-internship: Consumer, Apparel, and Retail Industries (3:3)
Pr. 12 s.h. in the major; application required
Guidance and preparation for relevant and successful internship experiences in the major. Emphasis on professional norms and behavior. Examination of processes, content, requirements, and options for self-directed learning opportunities. (SPRING) (Formerly TDM 461)

332 Internship: Consumer, Apparel, & Retail Industries (3:3)
Pr. 18 s.h. in major; overall GPA of 2.20; application required.
- *May not be taken concurrently with CRS 331.*

Campus-monitored, structured internship experiences in off-campus businesses. Application and development of professional skills relevant to the consumer, apparel, and retail industries. (SUMMER) (Formerly TDM 462)

372 Survey of Historic Costume (3:3)
GE Core: GHP *CAR: GMO*
Survey of historic costume from prehistory to present, with emphasis on social, economic, and political events as well as various cultures that have influenced modern dress. (FALL) (Formerly TDM 372)

400 Special Problems in Consumer Apparel and Retail Studies (1–4)
Individual study. Conference hours to be arranged. (Formerly TDM 400)

401 Supervised Professional Experience (1–4:0:3–12)
Internship with selected commercial or industrial organizations, public or private agencies in accordance with the major course of study. (TDM 500 prior to fall 2004; TDM 401 during 2004–05)

463 Global Sourcing of Apparel and Related Consumer Products (3:3)
Pr. grade of C (2.0) or better in CRS 231, 312, 321; junior or senior standing or permission of the instructor
Sourcing strategies for apparel and related consumer products, global platforms, business and cultural environments, and financial transactions used in conducting business in the international marketplace. (Formerly TDM 463)

481 Contemporary Professional Issues in Consumer, Apparel, and Retail Studies (3:3)
Pr. senior majors
Study of contemporary issues related to consumer, apparel, and retail studies. Application of knowledge and skills to solve real world industry problems. (SPRING) (Formerly TDM 581)

482 Special Problems in Consumer, Apparel, and Retail Studies (1–4)
Individual study. Conference hours to be arranged. (Formerly TDM 482)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

(Formerly TDM 493)

Courses for Advanced Undergraduates & Graduate Students

513 Apparel and Related Consumer Products Analysis and Standards (3:3)
Pr. grade of C (2.0) or better in CRS 312 or permission of the instructor
Process of developing and analyzing product standards as they relate to consumers, industry, and international trade. Analysis of products in relation to existing or proposed standards. (ALT SPRING) (Formerly TDM 513)

530 Economics of the Textile and Apparel Complex (3:3)
Pr. grade of C or better in ECO 201 or its equivalent as determined by the instructor or graduate standing or permission of instructor
Economics and social aspects of production, distribution, and utilization of apparel and textiles. (Formerly TDM 530)

563 Analysis of Apparel and Related Industries (3:3)
Analysis of apparel and related industries from raw materials through consumption. Examination of production and marketing of products, technological developments, and domestic and global market strategies. (SUMMER) (Formerly TDM 563)

582 Problems in Consumer, Apparel, & Retail Studies (2–6)
Individual study. (Formerly TDM 582)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

RETAILING AND CONSUMER STUDIES COURSES (RCS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

261 Introduction to Consumer Retailing (3:3)
Overview of consumer and apparel retailing, focusing on basic retail principles. Analysis of retail interfaces with special emphasis on fashion retailing and related consumer products. Career opportunities investigated. (Formerly TDM 261)

361 Fundamentals of Retail Buying and Merchandising (3:3)
Pr. grade of C or better in CRS 231, RCS 261, or their equivalents as determined by the instructor or permission of instructor
Investigation of the roles and responsibilities of buyers and managers in retail operations. Fundamentals of merchandise mathematics and buying. (SPRING) (Formerly TDM 361)

362 Integrated Marketing Communications for Apparel and Consumer Retailing (3:3)
Integrated marketing communication approach to consumer, apparel, and retailing communication issues. Special emphasis put on professional oral and visual communication of advertising and promotional concepts. (FALL) (Formerly TDM 362)

464 Multicultural and Multichannel Retailing (3:3)
Pr. RCS 261, 361, 362
Investigation of consumer benefits offered by multichannel retailing of apparel and related consumer products. Focus on the importance of culture to successful retailing to diverse consumer groups in the United States. (SPRING) (Formerly TDM 464)

484 Retail Strategy (3:3)
Pr. RCS 464, 560
Investigation of retailing from a strategic perspective. Concepts are analyzed and integrated into applied problem-solving scenarios focused on consumer needs. (FALL) (Formerly TDM 484)

Courses for Advanced Undergraduates & Graduate Students

560 Apparel & Related Consumer Products Marketing (3:3)
Pr. grade of C (2.0) or better in RCS 261, or permission of the instructor
An intensive analysis of marketing principles applied to the textile products industry. (FALL) (Formerly TDM 560)

562 Behavior of Soft Lines Consumers (3:3)
Pr. grade of C (2.0) or better in CRS 321 or permission of instructor
Study of environmental, individual, and psychological influences on behavior of consumers during the soft lines consumption process. (SPRING) (Formerly TDM 562)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Counseling & Educational Development

School of Education
228 Curry Building
336/334-3423
www.uncg.edu/ced

FACULTY
L. DiAnne Borders, Professor and Chair of the Department
Professors Benshoff, Cashwell, Myers
Assistant Professors Lewis, Villalba, Wester
Adjunct Professors Clawson, Disque, Foreman, Sweeney, Wiles

The Counselor Education program at UNCG adheres to the scientist problem-solver model of training. Consistent with this approach is the program's goal of graduating students who have knowledge of basic counseling, possess a high level of competency in providing professional services, and have the skills necessary to conduct research. The tenets underlying the program include (a) exposure to a variety of theoretical orientations for counseling, (b) reliance on both the clinical-counseling and vocational-education approaches in designing counseling and programmatic interventions, (c) a commitment to developing the student's skills as a researcher, and (d) an emphasis on developing the normal developmental issues of the individual as opposed to an approach based on pathology.

Counseling and Educational Development Degrees

Degrees offered—Master of Science (M.S.), Dual Degrees Master's and Educational Specialist (M.S. and Ed.S.), Doctor of Education (Ed.D.), Doctor of Philosophy (Ph.D.)

There are no undergraduate areas of study offered by this department.

COUNSELING AND EDUCATIONAL DEVELOPMENT COURSES (CED)

Courses for Undergraduates

210 Career/Life Planning (3:3)

Introduction to career/life planning; knowledge of career development theories and decision-making theories; emphasis on collecting information related to the world of work and relating this information to the individual.

310 Helping Skills (3:3)

Pr. advanced undergraduates in appropriate major.

Skills useful for facilitating helping relationships. Practical model for counseling and learning about helping by practicing the helping skills.

Courses for Advanced Undergraduates & Graduate Students

506 Institutes in Education (1–3)

- *Students may apply no more than 3 s.h. of this course to any degree program.*
- *Grade: Satisfactory/Unsatisfactory, S/U.*

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

574 Contemporary Topics in Counseling (3:3)

Pr. advanced undergraduates in appropriate major

- *May be repeated for credit when topics vary.*

Designed to study issues, problems, and new approaches in helping relationships. Emphasis placed on current topic(s) of interest.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Curriculum and Instruction

School of Education

336 Curry Building
336/334-3437
www.uncg.edu/cui

FACULTY

Samuel D. Miller, Professor and Chair of Department
Professors Baber, Duffy, Goldman, Levin, Ponder, Schunk, Uprichard
Associate Professors Johnston, Matthews, Thorton
Assistant Professors Ayers, Carlone, Cooper, Fi, Merritt, Salas

Undergraduate majors in this department are prepared to receive North Carolina Class "A" licensure for teaching in public schools, grades K–6 and 6–9. The majors in this department include Elementary (K–6) and Middle Grades (6–9) Education.

Elementary and Middle Grades Education majors progress through their professional studies in Inquiry Teams of about 25 students under the guidance of a university instructor who serves as their field supervisor, academic advisor, and weekly seminar leader. Students assigned to an Inquiry Team take all Elementary or Middle Grades methods courses together and do 10-hour per week internships in Professional Development Schools. Three internships are required prior to student teaching. New Inquiry Teams begin in the fall semester and continue for four consecutive semesters.

Student Learning Goals

Student Learning Goals are consistent with standards set forth by the National Council for the Accreditation of Teacher Education (NCATE) programs at www.ncate.org, the Interstate New Teacher Assessment and Support Consortium (INTASC) at www.ccsso.org/intascs.html, the National Educational Technology Standards at www.iste.org, and the North Carolina Department of Public Instruction at their Web site www.ncpublicschools.org.

Admission to the Teacher Education Program and to the Elementary or Middle Grades Education Majors

Admission to the University does not guarantee admission to Teacher Education with a major in the Department of Curriculum and Instruction.

The School of Education's Department of Curriculum and Instruction reserves the right to refuse admission where additional enrollments would threaten the academic quality of classes or programs. The size of each junior class coming into Elementary or Middle Grades Education is determined by the availability of instructors for student practicum and student teaching experiences. Therefore, it may not be possible to assure space for each student who meets the quantitative criteria for admission to the major as specified above. Interviews and/or other qualitative criteria will be implemented in such instances.

In addition to admission to teacher education (see **Teacher Education**), a student who seeks admission to the Elementary or Middle Grades Education major is expected to achieve:

1. A minimum grade point average (GPA) of 2.75;
2. A grade of C or better in CUI 250;
3. Completion of all courses needed to fulfill the General Education Requirements; and
4. Satisfactory scores on the Professional Assessment for Beginning Teachers (Praxis series).

Admission to Student Teaching

The department has specific grade point average expectations and performance criteria to remain active in the program. Please contact the department office for this information.

Second Academic Concentration Requirement

All students majoring in Elementary Education are required to complete an approved second academic concentration of at least 18 semester hours in a basic academic discipline or in an approved interdisciplinary studies program, although some departments (e.g., French and Spanish) have a 24 hours requirement. Depending upon the concentration selected, a maximum of six (6) hours may be counted toward the General Education Core requirements as well as toward the concentration. All students majoring in Middle Grades Education must complete 27 hours in one of four middle-level content fields: Language Arts, Mathematics, Science, or Social Studies plus an additional concentration of 15 hours in one of these four areas.

Elementary Education Major with K–6 Teacher Licensure (ELED)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U251

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Social and Behavioral Sciences (GSB)	6
required: HDF 302 and PSY 121	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive (see CUI 400).

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (42 semester hours)

CUI 250 (prerequisite for admission to the major)
CUI 320, 346, 350, 360, 370, 375*, 380, 400*, 420
CUI 461 (taken last semester of program)

**CUI 375 is taught as Writing Intensive (WI); CUI 400 is taught as Speaking Intensive (SI).*

IV Teacher Licensure Requirements

1. ELC 381
2. HDF 302
3. ART 367; MUS 361; DCE 345 or THR 396
4. HEA 341
5. ESS 341

V Second Academic Concentration Requirements (18 semester hours)

All students majoring in Elementary Education are required to complete an approved second academic concentration consisting of 18 hours in a basic academic discipline or in an approved interdisciplinary studies program. Depending upon the concentration selected, a maximum of six (6) hours may be counted toward the General Education Core requirements as well as toward the concentration. The following 18 hour interdisciplinary academic concentrations have been approved for Elementary Education: American Studies, Art, Environmental Education, Language and Communication, and Science. The following 18 hour second academic concentrations have been approved: Anthropology, Art (Art History or Studio Art), Classical Studies (Latin or Greek), Communication Studies, English, Geography, German, History, Mathematics, Philosophy, Physics and Astronomy, Political Science, Psychology, Religious Studies, and Sociology. The following 24 hour second academic concentrations have been approved: French, Spanish.

VI Electives

Electives sufficient to complete the 122 semester hours required for the degree. Electives should increase students' knowledge in general education and in a content field (such as psychology or multicultural education).

Elementary Education and Special Education Dual Major

Degree: Bachelor of Science

Required: 127 semester hours

The Departments of Curriculum and Instruction and Specialized Education Services are offering a dual major in elementary education and special education. Students completing the dual major will have initial licensure in elementary education K–6 and special education: general curriculum K–12. Students must be admitted to the teacher education program during the fall of their sophomore year and will begin professional course work spring of the sophomore year.

The 127-semester-hour dual major in elementary education and special education follows the admission guidelines to the School of Education teacher programs regarding (a) achievement of minimum passing score requirements set forth by the North Carolina Department of Public Instruction of the Professional Assessment for Beginning Teachers (Praxis I); (b) the recommendation of the departments; and (c) completion of at least 12 semester hours at UNCG [waived for transfer students who meet GPA requirements, have departmental recommendation, and have passed the Professional Assessment for Beginning Teachers (Praxis I)].

Additional departmental requirements include (a) a grade of C or better in either CUI 250 or SES 250 and (b) completion of all courses needed to fulfill the UNCG general education requirements (GEC). A minimum 3.0 GPA is required for admission.

Admission to Student Teaching

3.0 or better GPA, recommendation of departments, and C (2.0) or better in professional courses.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	6
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) — one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) — ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Department specifies courses for:	
Social and Behavioral Sciences (GSB) — required: HDF 302 and SOC 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Elementary Education

33 s.h. to include CUI 250 or SES 250, CUI 320, 346, 350, 360, 370, 380, 400, 420, 461**

Special Education

34 s.h. to include SES 252, 350A, 350C, 360, 447, 460, 465**, 466, 469, 471, 472

***Students will student-teach for a total of 12 s.h. Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required.*

IV Teacher Licensure Requirements

1. ART 367
2. CUI 450
3. DCE 345 or THR 315
4. ELC 381
5. ESS 341
6. HDF 302
7. HEA 201 or 341
8. LIS 120
9. MUS 361

V Electives

Electives sufficient to complete the 127 semester hours required for the degree.

Middle Grades Education Major (MDED) with 6–9 Teacher Licensure

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U254

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) — one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) — ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Department specifies courses for:	
Social and Behavioral Sciences (GSB) — required: HDF 303 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (36 semester hours)

Note: students completing AULER rather than General Education Requirements are required to complete two writing intensive courses, one of which must be in the major.

CUI 250 (prerequisite for admission to the major)
CUI 335, 350, 375, 400, 442, 462
Two methods courses to match concentrations (CUI 518, 519, 520)

IV Licensure Requirements

1. ELC 381
2. HDF 303
3. HEA 341 or 201

V Second Academic Concentration Requirements (27 semester hours)

Students must complete a coherent course of study (interdisciplinary) of 27 semester hours in one of four middle-level content fields: Language Arts, Mathematics, Science, or Social Studies. The 27 hours must follow the requirements designated in each field, as listed in the Middle Grades Second Academic Concentrations.

VI Additional Concentration (minimum 15 semester hours)

Students also must complete an additional concentration of 15 semester hours in one of four areas: Communication Skills, Mathematics, Science, or Social Studies. Specific courses will be approved by the student's advisor to fulfill North Carolina Licensure requirements.

Dual certification in elementary and middle grades education is available under advisement.

VII Electives

Electives sufficient to complete the 122 semester hours required for the degree. Electives should increase students' knowledge in general education and in a content field (such as psychology or multicultural education).

CURRICULUM AND INSTRUCTION COURSES (CUI)

Courses for Undergraduates

120 Introduction to Instructional Technology for Educational Settings (1:1:1)

- *For students seeking initial North Carolina teaching licensure in any area.*
- *Students may not receive credit for both CUI 120 and LIS 120.*

Provides an introduction to instructional technology, knowledge, and skills for classroom settings. (FALL & SPRING & SUMMER) (Same as LIS 120)

198 Freshman Teaching Fellows Seminar I (1:1)
Pr. North Carolina Teaching Fellow

This course is designed to assist first-year Teaching Fellows into the academic and social systems of higher education and provide an introduction to the field of public school education. (FALL)

199 Freshman Teaching Fellows Seminar II (1:1)
Pr. North Carolina Teaching Fellow

This course is designed to assist first-year Teaching Fellows into the academic and social systems of higher education and provide an introduction to the field of public school education. (SPRING)

202 Human Development (3:3)

- *Required for Middle Grades Education Majors.*

Introduction to current knowledge about human growth and development from adolescence to old age and death. Designed to contribute to student's general education as well as to subsequent professional development. (FALL)

250 Teaching as a Profession (3:3:2)
Pr. minimum 24 s.h. completed

A study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relation to teaching. Field experience in schools required. (FALL & SPRING & SUMMER)

298 Sophomore Teaching Fellows Seminar I (1:1)
Pr. North Carolina Teaching Fellow

This course is designed to assist sophomore Teaching Fellows in exploring their beliefs about teaching with emphasis on cultural, legal, and ethical dimensions of teaching in schools. (FALL)

299 Sophomore Teaching Fellows Seminar II (1:1)
Pr. North Carolina Teaching Fellow

This course is designed to assist sophomore Teaching Fellows in exploring their beliefs about teaching with emphasis on cultural, legal, and ethical dimensions of teaching in schools. (SPRING)

320 Language Arts Education (3:3:3)
Pr. admission to Elementary Education

Curriculum and teaching strategies in the Language Arts with emphasis on the interrelatedness of all language processes: reading, writing, listening, and speaking. (SPRING)

335 Integrated Reading Instruction (3:3:3)
Pr. admission to Middle Grades Education

A study of reading and writing processes, ways to integrate reading and writing instruction in the content areas, ways to promote higher literacy among all of their students. (ODD FALL)

346 Children's Literature and Instructional Media (3:3:3)
Pr. admission to Elementary Education

Multimedia approach to literature for children; functions and use in the elementary curriculum with emphasis on integration of literature into the curriculum. (FALL)

350 Internship I: Inquiry in Teaching and Learning (3:2:4)
Pr. admission to Elementary or Middle Grades Education

Supervised in-school internship and on-campus seminar focused on applying research-based principles from educational psychology and classroom management to teaching and learning. (FALL)

360 Elementary Social Studies Education (3:3:3)
Pr. admission to Elementary Education major

An examination of curriculum, instruction, and learning in K–6 social studies education. Emphases include development of the social studies; curricular principles and components; teaching strategies; and learner outcomes. (FALL)

370 Science Education in the Elementary School (3:3:3)
Pr. CHE 106, GEO 103, PHY 205, or equivalents

Curriculum and teaching techniques in science for undergraduate prospective elementary school teachers (K–6) with emphasis on problem solving and critical thinking abilities. (FALL)

375 Internship II: Inquiry in Teaching and Learning (3:2:4)
Pr. admission to Elementary Education major

Supervised in-school internship and on-campus seminar focused on applying research-based principles from educational psychology and classroom management to teaching and learning. (SPRING)

380 Mathematics Education (3:3:3)
Pr. admission to Elementary/Middle Grades Education
Provides for the development of knowledge and skills necessary to prepare students to teach mathematics in elementary/middle school classrooms. (SPRING)

398 Junior Teaching Fellows Seminar I (1:1)
Pr. North Carolina Teaching Fellow
This course is designed to assist junior Teaching Fellows in exploring the community aspects of teaching to diversity. (FALL)

399 Junior Teaching Fellows Seminar II (1:1)
Pr. North Carolina Teaching Fellow
This course is designed to assist junior Teaching Fellows in exploring the community aspects of teaching to diversity. (SPRING)

400 Internship III: Inquiry in Teaching and Learning (3:2:4)
Pr. admission to Elementary Education major
Supervised in-school internship and on-campus seminar focused on multicultural education teaching to diversity, and understanding the classroom as culture. (FALL)

420 Reading Education (3:3:3)
Pr. admission to Elementary Education
Curriculum and teaching strategies with emphasis on reading/writing connections, corrective reading, and differentiated instruction. (FALL)

442 Teaching and Learning in the Middle Grades (3:3:3)
Pr. 250
Students will explore the developmental needs of early adolescents, analyze educational practices designed to meet those needs and investigate issues identified in internship experiences. (EVEN FALL)

450 Psychological Foundations of Education (3:3)
Designed to develop and demonstrate application of knowledge and understanding of the processes and methods of learning and teaching in respective school settings. Includes study of learner's growth and maturation, individual differences, and application of psychology to task of the teacher in evaluating pupil progress. Classroom observation and simulated experiences emphasized. Appropriate emphasis on adolescent. (FALL OR SPRING OR SUMMER)

461 Student Teaching and Seminar: Elementary Grades (12)
Pr. permission of department chair
- *Grade: Pass/Not Pass (P/NP)*

Supervised student teaching in an elementary setting (grades K–6) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. Conferences and seminars required. (SPRING)

462 Student Teaching and Seminar: Middle Grades (12)
Pr. permission of department chair
- *Grade: Pass/Not Pass (P/NP).*

Supervised student teaching in a middle grades setting (grades 6–9) under direction of a cooperating teacher with University supervision. Full-time teaching assignment in cooperating schools for a full semester. (SPRING)

465 Student Teaching and Seminar: Secondary School (12)
Pr. admission to Student Teaching
Supervised student teaching in senior high school under direction of University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for full semester with weekly seminar. (SPRING)

470 Reading Education for Secondary and Special Subject Teachers (2:2)
Pr. admission to teacher education or permission of instructor
Designed to prepare secondary and special subject teachers to deal with students who exhibit a variety of reading abilities. Emphasis placed upon understanding scope of public school reading endeavors as well as teaching practices that can be generalized to a variety of instructional settings. Work with materials for student's major area required. (FALL OR SPRING OR SUMMER)

491 Independent Study (1–3)
Pr. permission of instructor
Guided readings, research, or individual project work under direction of a staff member.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

498 Senior Teaching Fellows Seminar I (1:1)
Pr. North Carolina Teaching Fellow
This course is designed to assist senior Teaching Fellows in synthesizing learnings from prior Teaching Fellows seminars and preparing for positions in public schools. (FALL)

499 Senior Teaching Fellows Seminar II (1:1)
Pr. North Carolina Teaching Fellow
This course is designed to assist senior Teaching Fellows in synthesizing learnings from prior Teaching Fellows seminars and preparing for positions in public schools. (SPRING)

Courses for Advanced Undergraduates & Graduate Students

506 Institutes in Education (1–3)
- *Students may apply no more than three (3) s.h. of this course to any degree program.*
- *Grade: Satisfactory/Unsatisfactory, S/U*

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

516 Emergent Literacy and Literature (3:3)
Explores emergent literacy development in preschool/kindergarten settings and introduces the wide range of literature available for young children. Emphasis on using books to stimulate language and cognitive development. (SPRING & SUMMER)

518 Mathematics in the Elementary School (3:3)
Current mathematics program, including emphasis on meaning theory and on instructional materials, methods, and procedures in teaching fundamental operations. (FALL & SPRING)

519 Science in the Elementary and Middle Schools (3:3)
Emphasis on helping teachers to assist children in developing experiences for working in the field of science. Consideration given to an understanding of nature of elementary school science, developing criteria for selecting appropriate materials, and role of children's interests in designing learning experiences. (SUMMER & FALL)

520 Social Studies in the Elementary School (3:3)
Designed to help educators gain more complete understanding of elementary school social studies. Special emphasis given to evaluation of the field beginning with the separate subjects approach to correlation, to broad fields, to integration, and separate disciplines approach. Emphasis also given to identification of key skills that help children function intelligently in this field. Development of democratic citizens also a major consideration. (SUMMER & FALL)

523 Legal, Historical, and Cultural Issues in ESL (3:3)
Pr. "A" licensure in another area or permission of instructor
Exploration of legal and historical bases of English as a Second Language. Analysis of differences among home and school cultures, especially related to language. (SPRING)

526 Teaching English as a Second Language (3:3:3)
Pr. permission of instructor
Preparation for ESL teaching through study of trends, major theories, methodologies, and assessment in second language learning. (FALL)

527 Teaching Second Languages: Elementary/Middle Schools (3:3)
Pr. 545 and admission to teacher education program or permission of instructor
Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools. (FALL)

530 Middle Grades Language Arts (3:3)
Pr. admission to middle grades education major
Course develops competencies in middle grades language arts instruction as related to adolescent learners. Emphases include practical and theoretical attention to best-practices, curriculum, assessment, and standards of practice. (FALL)

535 Literacy in the Content Area (3:3)
Pr. admission to teacher education or M.Ed. program
Designed to prepare middle grades, secondary, and special subject or content area teachers to work with students who exhibit a variety of reading and writing levels. (FALL & SPRING & SUMMER)

545 Diverse Learners (3:3:2)
Pr. admission to teacher education, or permission of department
Provides students with a broad base of knowledge and skills that will facilitate their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies. (FALL & SPRING)

551 Teaching Practices and Curriculum in English (3:3:2)
Pr. 450, 545, and admission to teacher education
Coreq or pr. 470, or permission of instructor
- *Required of student teachers in English.*

Designed to acquaint prospective teachers with modern concepts and practices of English instruction in secondary schools; emphasis on teaching four fundamental language arts: speaking, writing, reading, and listening. (FALL)

552 Teaching Practices and Curriculum in Foreign Languages (3:3:2)
Pr. 450, 545, and admission to teacher education
Coreq. or pr. 470, or permission of instructor
Designed to acquaint second-language teachers with modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials. (FALL)

553 Teaching Practices and Curriculum in Social Studies (3:3:2)
Pr. 450, 545, and admission to teacher education
Coreq. or pr. 470, or permission of instructor
- *Required of student teachers in social studies.*

Organization of social studies in secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. (FALL)

554 Middle Grades Social Studies Education (3:3)
Pr. admission to Middle Grades Education major
Examination of candidate competencies in middle grades social studies instruction. Emphases include practical and theoretical attention to curriculum development, planning, resources, standards, instructional strategies, and assessment.

555 Multicultural Education (3:3)
Philosophical and sociocultural perspectives on pluralism and diversity. Emphases include interdependent individual, cultural, and institutional behaviors related to race, religion, class, cultural/ethnic heritage, and gender. (SPRING)

557 Teaching Practices and Curriculum in Mathematics (3:3:2)
Pr. 450, 545, and admission to teacher education
Coreq. or pr. 470, or permission of instructor
- *Required of student teachers in mathematics.*

Special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. (FALL)

559 Teaching Practices and Curriculum in Science (3:3:2)
Pr. 450, 545, and admission to teacher education
Coreq or pr. 470, or permission of instructor
- *Required of student teachers in science.*

Development of philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis on recent curriculum studies in biology, chemistry, physics, and earth-science and the changing approaches to teaching these subjects. (FALL)

Please refer to The Graduate School Bulletin
for additional graduate-level courses.

Department of Dance

School of Health and Human Performance
323 Health and Human Performance Building
336/334-5570
www.uncg.edu/dce

FACULTY

Larry Lavender, Professor and Head of Department
Professors Gamble, Stinson, Van Dyke
Associate Professors Dils, Green, Santos
APT Associate Professor Fore
Assistant Professors Gee, Sullivan
APT Assistant Professor Vulpi

Mission Statement

The Department of Dance at UNCG offers bachelors and masters degrees that provide professional preparation balanced with liberal education for a variety of career outcomes in dance. The Department prepares students for further study and for the task of creating their lives as artists, educators, scholars, and/or related professionals, whether at a state, regional, or national level.

The Department's primary emphasis is teaching students the technical skills required for creative work and the critical skills essential to the creative process and to scholarly inquiry along with the knowledge of dance and related areas they will need to pursue diverse careers. The Department also plays a significant role in enhancing the cultural environment of the campus and larger community through the presentation of work by faculty, students, and other artists.

The Department of Dance is an accredited institutional member of the National Association of Schools of Dance. The requirements for entrance and graduation as set forth in this Bulletin meet the published regulations for the National Association of Schools of Dance.

Admission to Dance Majors (B.A., B.S., and B.F.A.)

Admission for all dance major programs in the Department of Dance is by application only. All prospective Dance or Dance Education majors must participate in a selective admission process. This includes students currently at UNCG who have not been accepted as majors in the Department. The audition process includes a written application, an audition class, a writing sample, and an interview. Application forms and details are available from the Department.

Dance Major (DANC)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: Dance Studies, U435

The Dance major (B.A.) is designed to provide students with a general education in dance. Majors in Dance Studies (B.A.) are required to complete the following program. All majors must earn a C- or better in all dance courses that are required for their major; higher grades are required in specified courses.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA (except DCE), or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA)	3
required: any GFA course except DCE	
Natural Sciences (GNS)	6–7
required: one GNS lab course and an additional GNS course with a different departmental prefix (NTR 213 recommended)	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)
required for GN Marker: DCE 205
Students select: 3 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III B.A. Requirements (42 semester hours)

DCE 117
Dance History: DCE 205, 305, and 505
DCE 217, 241, 253, 255, 340, 355
Theory and Practice of Dance (9 s.h.):
minimum 2 s.h. from modern sequence: DCE 111, 112, 212, 312, 324, 412, 424
minimum 2 s.h. from ballet sequence: DCE 113, 114, 214, 314, 414
minimum 1 s.h. from: DCE 232 or 332, plus 1 s.h. DCE 216, 231, 232, 316, or 332
minimum 1 s.h. from: DCE 312, 324, 412, 424, 314, 414, 316, 332
remaining 2 s.h. may be taken from any of the above, or DCE 230 or 233

Students must take 10 additional credits at the 300–500 level including one of the following:

DCE 365 (minimum 2 s.h., pr. advisor and instructor permission)
DCE 453 (2 s.h., pr. 353)
DCE 463 (3 s.h., pr. 446, 457)
DCE 475 (minimum 2 s.h., pr. advisor and instructor permission)
DCE 487 (2 s.h., pr. 2 credits of 343)

IV Electives

Sufficient electives to complete the 122 total semester hours required for the degree.

Dance Major (DANC)

Degree: Bachelor of Fine Arts

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U431

The Dance major (B.F.A.) is planned to provide experiences in dance as an art form with emphasis on creative and performance activities. Course work in modern dance, ballet technique, choreography, and performance are central in the curriculum, providing a basis for graduate study and for careers related to dance.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA (except DCE), or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA)	3
required: any GFA course except DCE	
Natural Sciences (GNS)	6–7
required: one GNS lab course and an additional GNS course with a different departmental prefix (NTR 213 recommended)	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)
required for GN Marker: DCE 205
Students select: 3 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III Major Requirements (78 semester hours)

1. Dance technique and theory (24 s.h.)
   modern dance: 6 s.h. selected from DCE 111, 112, 212, 312, 324, 412, 424
   Ballet: 4 s.h. selected from: DCE 113, 114, 214, 314, 414
   African and other forms: DCE 232 or 332, plus 3 additional s.h. selected from: DCE 216, 231, 232, 316, 332
   Dance technique electives: 10 additional s.h. selected from any of the above, or DCE 230 or 233
2. Grade of B or higher in DCE 243 (if taken), 253, 343, 353, 453, and 553 (if taken)
3. Grade of B+ or higher in DCE 412 or 424
4. DCE 117, 205, 217, 241, 253, 305, 340, 353, 417, 453, 446, 470 or 487, 505; DCE 455 or THR 284 or 584
5. Dance performance (6 s.h.) selected from:
   DCE 243, 250, 343, or 443; must include at least 2 s.h. of DCE 343 or 443; at least 1 additional hour must be from 243, 343, or 443
6. Dance Production (4 s.h.)
   DCE 255 and 355, each taken twice
7. Dance Electives to total 78 s.h. in Dance
8. Overall 2.50 GPA or higher in courses taken at UNCG
9. 3.0 GPA or higher in all DCE courses, with no grade lower than C-

IV Electives

Electives sufficient to complete 128 total semester hours required for degree, at least 42 hours outside Dance, including GEC.

Dance Education Major (DEDU) with Teacher Licensure in Special Subject-Area

Degree: Bachelor of Science

Required: 128 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: Dance Education Major, U403

The Dance Education major (B.S.) is planned to develop an understanding of dance as an art form and as creative arts education. In addition to core courses in dance technique, choreography, performance, history, and scientific foundations, dance education students also study the teaching/learning process in dance. Extensive observation, participation, and laboratory experiences with a variety of age groups are included. The Dance Education major is designed to lead to North Carolina licensure for teaching in public schools.

All majors must earn a C- or better in all dance courses that are required for their major; higher grades are required in specified courses.

Specific course requirements for the B.S. degree with a major in Dance Education are detailed in the following sections.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA (except DCE), or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Fine Arts (GFA)	3
required: any GFA course except DCE	
Natural Sciences (GNS)	6–7
required: one GNS lab course, and one additional GNS course with a different departmental prefix (NTR 213 recommended)	
Social and Behavioral Sciences (GSB)	6
required: HEA 201 and one additional GSB course	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Global/Global Non-Western Perspectives (GL/GN)
required for GN Marker: DCE 205
Students select: 3 additional courses carrying GL/GN markers

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. DCE 505 serves as the major SI course.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. DCE 305 serves as the major WI course.

III Major Requirements (66 semester hours)

1. Dance technique and theory (12 s.h.):
   modern dance: 2 s.h. selected from DCE 111, 112, 212, 312, 324, 412, 424
   ballet: 2 s.h. selected from DCE 114, 214, 314, 414
   jazz: 1 s.h. selected from DCE 216 or 316
   other global forms: DCE 232 or 332, plus 231
   5 s.h. from any course listed under dance technique and theory or DCE 230 (recommended)
2. Grade of B or higher in one semester of DCE 312 or 324
3. DCE 117, 205, 217, 241, 253, 255, 305, 340, 353, 355, 417, 446, 457, 458, 461, 463, 505
4. Dance performance (1 s.h.) selected from DCE 243, 250, 343, or 443
5. Dance electives (6 s.h.)

IV Teacher Licensure Requirements (9 semester hours)

Completion of University Teacher Education requirements (see **Teacher Education**). HEA 201 also satisfies General Education Core Requirements for the GSB category.

1. ELC 381 The Institution of Education	3
2. CUI 450 Psychological Foundations of Education	3
3. CUI 470 Reading Education (2)	
or CUI 535 Literacy in the Content Area (3)	2–3
4. LIS/CUI 120	1
Total Licensure Requirements	9–10

V Electives (17 semester hours)

Electives sufficient to complete 128 total semester hours required for degree.

Dance as Second Major

Students desiring to take Dance as a second major should follow the degree requirements for the B.A. degree in Dance.

Dance Minor

Required: minimum 15 semester hours

AOS Code: U406

A Dance minor is available for students not wishing to specialize but who have an interest in dance and want a concentration of study in the area to complement an affiliated program of study. Students wishing the minor program must have their declaration of the minor approved by the Department. Dance majors are given priority in registration for most courses, but minors receive special consideration. The minor includes a minimum of 15 semester hours, with no more than eight (8) at the 100 level, and at least three (3), but no more than nine (9), in any one of the areas listed below:

- **Technique**
  Ballet: select from DCE 113, 114, 214, 314, 414
  Modern: select from DCE 111, 112, 212, 312, 324, 412, 424
  Jazz: select from DCE 116, 216, 316
  Other: DCE 231, 232, 233, 332
- **Creative Work:** Improvisation, Choreography, Repertory, Performance, Creative Synthesis: select from DCE 101, 217, 250, 253, 343, 417
- **Historical/Cultural Aspects:** select from DCE 200, 205

Additional courses may be selected from other DCE offerings to total a minimum of 15 hours.

Community Dance Concentration

For All Dance Majors:

Required: minimum 18 semester hours

AOS Code: U428

The Community Dance Concentration is designed for dance majors who wish to work as dance artists responding to the needs of particular communities, such as individuals with disabilities, pregnant adolescents, prison inmates, recent immigrants, or senior adults.

This concentration is available to all Dance majors (B.F.A., B.S., or B.A.) who wish to work as artists in a community dance setting.

Students must meet all requirements for a B.A., B.F.A., or B.S. in Dance in addition to the following requirements.

Requirements

DCE 353, 365, 446, 457, 555; DCE 455 or THR 284

Additional Requirements

1. Must achieve a B or higher in DCE 312, 324, 412 or 424
2. DCE 216 or 316 (jazz) for 1 s.h.

Initial Dance Licensure Concentration

For B.A. and B.F.A. Dance Majors:

Required: 39–40 semester hours

AOS Code: U440

The A-licensure concentration is designed for B.F.A. and B.A. majors in dance who wish to earn a license for teaching dance in K–12 public schools along with their degree. In addition to course work, students must apply and meet requirements for admission to Teacher Education and Student Teaching, as specified by the Teachers Academy. Students must meet all requirements for a B.A. or B.F.A. in Dance in addition to the following requirements (some of the following are required for one of these degrees or may be selected from among choices for the degree):

DCE 231, 216 or 316, 241, 353, 446, 457, 458, 461, 463
Modern dance: grade of B or higher in 312, 324, 412, or 424
Ballet: DCE 114, 214, 314, or 414
LIS 120, HEA 201, ELC 381, CUI 450, CUI 470 or 535

DANCE COURSES (DCE)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

101 Introduction to Dance (3:3)
GE Core: GFA
AULER/CLER: FA/CFA
• *For non-majors; Dance majors should enroll in DCE 117.*

Introduction to the basic concepts and principles of modern/post-modern dance through readings, studio experiences, discussions, and concert attendance. (FALL & SPRING & SUMMER)

111 Beginning Modern Dance (1:0:3)
Pr. departmental permission
• *May be repeated for credit.*

Introduction to the movement techniques of modern dance, with emphasis on aesthetic and expressive qualities. (FALL & SPRING)

112 Advanced Beginning Modern Dance (1:0:3)
Pr. departmental permission
• *May be repeated for credit.*

Development of technical skills in modern dance, including rhythmic perception and spatial awareness, with emphasis on aesthetic and expressive qualities that lead to performance. (FALL & SPRING)

113 Beginning Ballet (1:0:3)
Pr. departmental permission
• *May be repeated for credit.*

Introduction to basic ballet techniques. (FALL & SPRING)

114 Advanced Beginning Ballet (1:0:3)
Pr. departmental permission
• *May be repeated for credit.*

Development of technical skills in ballet, including directions of the body, alignment, function and access of turnout, and use of the French ballet lexicon, with emphasis on safe and efficient body use. (FALL & SPRING)

116 Beginning Jazz Dance (1:0:3)
• *May be repeated for credit.*

Introduction to the style, technique, and rhythmic structures of jazz dance with emphasis on increasing movement capabilities and personal expression. (FALL & SPRING)

117 Movement as a Medium (3:3)
Pr. dance majors only

Orientation to the art of dance and the principles governing it. Presentation of materials and experiences related to a realistic concept of the roles of dance in society. (FALL)

132 Beginning African Dance (1:0:3)
• *May be repeated for credit.*

Introduction to the history and vocabulary of West African dance, emphasizing the central role that dance plays in African cultures. (FALL)

200 Dance Appreciation (3:3)
GE Core: GFA *GEC Marker: GL*
AULER/CLER: FA/CFA
• *Selected sections meet Writing Intensive (WI) requirement.*

Dance as an art form: historical and aesthetic perspectives, basic dance elements, and the relationship to other arts. Lectures, films, demonstrations, and practical dance experience. (FALL & SPRING)

205 Dance History I: World Dance Traditions (3:3)
GE Marker: GN
Pr. 2.50 GPA
• *Dance majors, minors, and concentration students only*

Study of the histories and aesthetic systems of selected world dance traditions, emphasizing interconnections between aesthetic practice and religious and social needs and the impact of cultural convergence on dance. (SPRING)

212 Intermediate Modern Dance (1:0:3)
Pr. departmental permission
• *May be repeated for credit.*

Further development of technical skills in modern dance, including increased movement capabilities, rhythmic accuracy, and spatial relationships, with emphasis on aesthetic and expressive qualities that lead to performance. (FALL & SPRING)

214 Intermediate Ballet (1:0:3)
Pr. departmental permission
• *May be repeated for credit.*

Development of technical skills in ballet, including safe and efficient alignment and clear articulation of movement vocabulary, with emphasis on increased vocabulary and musicality. (FALL & SPRING)

216 Intermediate Jazz Dance (1:0:3)
Pr. dance major, or departmental permission
• *May be repeated for credit.*

Continuation of 116. (FALL & SPRING)

217 Exploration and Improvisation in Dance (2:1:3)
Pr. sophomore, junior, or senior status and Dance major, minor, or concentration, or permission of department
Guided exploration in the elements of dance for the creative development of personal movement repertoire, spontaneous group interaction, and choreographic and movement observation skills. (SPRING)

230 Somatic Practices in Dance (1:0:3)
- *Priority enrollment given to dance majors.*

The study of somatic practices in dance. Students will explore and discuss issues related to one body practice. Topics include body awareness, alignment, injury prevention, and movement observation.

231 Global Dance Forms (1:0:3)
Pr. required placement in 112 or 114 dance technique or departmental permission
- *May be repeated for credit.*

Classical and vernacular dances from Europe, Asia and the Pacific, Africa, and the Americas. Particular dance form varies by semester. (FALL & SPRING)

232 Intermediate African Dance (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Intermediate-level African dance technique. Further exploration of the principles of West African movement and the historic and cultural contexts in which the dances are presented. (FALL & SPRING)

233 Tap Dance (1:0:3)
- *Sections will be designated in semester course schedule.*
- *May be repeated for credit.*

Theory and technique of American tap dance forms with emphasis on basic listening, rhythmic and coordination skills, and audition strategies. (FALL & SPRING)

241 Music for Dance (2:1:2)
Study of the relationship of sound and movement, accompaniment and dance, accompaniment/composer and teacher/choreographer, and a practical application of these understandings. (FALL)

243 Beginning Dance Repertory (1:0:3)
Pr. or coreq. 212 or higher
- *May be repeated for credit.*

Development of performance skills for low intermediate dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field. (FALL & SPRING)

250 Dance Performance Practicum (1:0:3)
Pr. open by audition or invitation
- *May be repeated for a maximum of eight credits.*
- *Grade: Pass/Not Pass (P/NP)*

Extensive rehearsal culminating in performance of choreography created by students. (FALL & SPRING)

253 Choreography I: Craft (2:1:2)
Pr. 217, 241; junior or senior Dance major or minor or concentration, or permission of department
Study of the elements of time, space, and design as they are artistically significant in dance. (FALL)

255 Dance Production Practicum I (1:0:3)
- *May be repeated for credit.*

Supervised experience in introductory level technical production work supporting dance performances. (FALL & SPRING)

305 Dance History II: Dance in the United States (3:3)
Pr. DCE 205
- *Dance majors, minors, and concentration students only.*

Study of the history of dance in the United States, emphasizing concert and social dance as syntheses of African and European dance traditions and including discussion of Native American performance. All sections are taught as Writing Intensive (WI). (FALL)

312 High Intermediate Modern Dance (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Further development of technical skills in modern dance, including increased complexity of movement capabilities, rhythmic structure, and spatial designs, with emphasis on aesthetic and expressive qualities that lead to performance. (FALL & SPRING)

314 High Intermediate Ballet (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Further development of technical skills in ballet, including dynamic alignment, body/mind connection, and proprioception, with emphasis on self expression through the ballet aesthetic. (FALL & SPRING)

316 Advanced Jazz Dance (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Continuation of 216 for further development of skill, style, and understanding of the jazz form of dance.

323 The Arts as Human Experience (3:3)
AULER/CLER: FA/CFA
An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, THR 323)

324 Contemporary Dance: Theory and High Intermediate-Level Technique (2:1:3.5)
Pr. departmental permission
- *May be repeated for credit.*

Theory and practice of intermediate-level modern dance technique and its relationship to the artistic and professional field. (FALL & SPRING)

332 Advanced African Dance (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Advanced study of complex rhythms of African dance. The class will connect traditional songs, dances, and music with the culture and use those elements in choreography. (SPRING)

340 The Body and Motion in Dance (3:3)
Study of the body and movement as relevant to dance. Emphasis on anatomical and kinesiological principles, alignment, body issues, prevention and care of injuries.

343 Intermediate Dance Repertory (1:0:3)
Pr. or coreq. 312 or higher
- *May be repeated for credit.*

Development of performance skills for intermediate dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field. (FALL & SPRING)

345 Dance Education in Elementary Schools (2:4 for 10½ weeks)
Observation/participation of dance education with elementary schools, as well as some special education students of varying ages, with reflection on the nature of dance and its educational significance.

353 Choreography II: Process (2:1:2)
Pr. 251 or 253

Study of and experience in various approaches to the choreographic process as related to artistic concepts and to the philosophy of art as espoused by various traditional and contemporary dance artists and as developed by the individual student. (SPRING)

355 Dance Production Practicum II (1:0:3)
Pr. 1 credit of 255
- *May be repeated for credit.*

Supervised experience in advanced level technical production work supporting dance performances. (FALL & SPRING)

365 Practicum: Dance in Community Settings (1–6:0:3–18)
Pr. junior or senior standing; 2.70 overall GPA with a 3.0 GPA in Dance; and permission of instructor
- *May be repeated for credit for a maximum of 6 s.h.*
- *Grade: Pass/Not Pass (P/NP).*

Practical experience in an approved dance or dance-related setting. Each credit earned requires a minimum of 45 clock hours. (FALL & SPRING)

412 Advanced Modern Dance (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Refinement of technical skills in modern dance at the advanced level, including complex movement capabilities, rhythmic structures, and spatial designs, with emphasis on aesthetic and expressive qualities that lead to performance. (FALL & SPRING)

414 Advanced Ballet (1:0:3)
Pr. departmental permission
- *May be repeated for credit.*

Mastery of kinesthetic, expressive, and aesthetic principles of contemporary ballet at an advanced/professional level. (FALL & SPRING)

417 Contact Improvisation (1:0:3)
Pr. 217 or permission of instructor
- *May be repeated for credit.*

Development of improvisational performance skills for advanced dancers through a thorough study of Contact Improvisation. (FALL)

424 Contemporary Dance: Theory and Advanced Level Technique (2:1:3.5)
Pr. departmental permission
- *May be repeated for credit.*

Theory and practice of advanced-level modern dance technique and its relationship to the artistic and professional field. (FALL & SPRING)

443 Advanced Dance Repertory (1–3)
Pr. 312, 324, 412, or 424, and permission of instructor
- *By audition or by invitation of the instructor*
- *May be repeated for credit.*

Development of performance skills for advanced dancers through rehearsals and performances of a significant dance work choreographed by dance faculty or approved dance artists in the field. (FALL & SPRING)

446 Perspectives on Dance Education (3:3)

Theoretical foundations in dance education and their implications for curriculum and teaching. (FALL)

453 Choreography III: Group Forms (2:1:2)
Pr. 251 or 253, and 351 or 353 or equivalent; 2.50 GPA required

Study of and experience in developing choreographic materials for long dances for different size groups with emphasis on the exploration of formal values and their integration with artistic intention. (FALL)

455 Career Management for the Dance Artist (2:3)
Pr. Dance majors only, or permission of instructor

Overview of the professional dance world. Course work involves viewing videos of today's touring companies and learning basic skills in auditioning, applying for jobs, grant writing, and organizing promotional materials. (ALT SPRING)

456 Field Study: Dance in New York City (1)
Pr. Dance major or permission of instructor

A one week trip to New York City over Spring Break; activities include attending dance concerts and selected classes, and meeting with dancers who live and work in the City. (EVEN SPRING)

457 Dance Pedagogy for Ages 5–18 (3:2:2)
Pr. DCE 446
- *For Dance and Dance Education majors only.*

Consideration of methodological issues related to teaching dance in public school and community settings. (SPRING)

458 Field Experience Teaching in K–12 Dance Education (3:3)
Pr. DCE 446 and admission to Teacher Education in Dance
Pr. or coreq. DCE 312, 324, 412, or 424; DCE 457

Development of competencies for teaching dance in K–12 public school settings.

461 Student Teaching in Dance Education (9)
Pr. admission to Student Teaching
- *Grade: Pass/Not Pass (P/NP)*

Supervised student teaching experience in dance education. Full-time teaching in a school setting. (FALL & SPRING)

463 Seminar in Dance Education (3:3)
Pr. 446 or 457

Synthesizing of experiences in teaching dance, with continuing development of professional competencies. (SPRING)

470 Creative Synthesis in Dance (3:3)
Pr. B in 551 or 453, or permission of instructor

Culminating choreographic experience for students completing choreography concentration in B.F.A. (SPRING)

475 Independent Study (1–3)
Pr. demonstrated competency for independent work and permission of academic advisor and instructor
- *May be repeated for a maximum of 6 s.h.*

Intensive work in area of special interest in dance. Available to exceptionally qualified students on recommendation of academic advisor and instructor. (FALL & SPRING)

476 Selected Topics in Dance (1–3)
Pr. permission of instructor
- *May be repeated twice for credit.*

Current topics and issues in dance as art, education, or therapy for students with sufficient preparation for intensive study of identified area.

487 Performance Theory and Practice (2:1:3)
Pr. eight s.h. in a combination of DCE 243, 250, 343, and 443; no more than 4 of the s.h. can be from DCE 250

Rehearsal and performance of choreography designed to challenge student dancers at their highest level of performance. Choreography by full time faculty. Selected readings and written assignments accompany practical work.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

505 Contemporary Dance: Aesthetic and Cultural Practice (3:3)

Pr. 205 and 305; 2.50 GPA; graduate students must have satisfied the dance history requirement for admission to a graduate dance program

Study of cultural issues and aesthetic priorities of dance in the late postmodern world, especially contemporary dance. Provides opportunities to present ideas about and debate issues concerning contemporary dance. All sections are taught as Speaking Intensive (SI). (ALT SPRING)

550 Creative Process: Dance Perspective (3:3)

Pr. advanced standing in an arts program or permission of instructor

Exploration and examination of issues related to creativity and the creative process in dance and related arts. Includes experiential and theoretical modes of encounter. (ALT FALL)

553 Choreographic Workshop (3:3)

Pr. 551 or 453, or permission of instructor

Development of choreographic skills for advanced students through workshops which focus on a particular approach to dance composition developed by a contemporary professional artist. (FALL & SPRING)

555 Technology in the Creation and Preservation of Dance Works (3:3)

Pr. DCE 355, or admission to graduate study in dance, or permission of the instructor

Theory and practice in technologies used for creating and preserving dance works. Topics include software applications, lighting, sound, costuming, scenery, and production management. Laboratory work with University dance concerts.

560 The Dancer's Body (3:3)

Pr. two semesters of dance technique, and 340 or equivalent, or permission of instructor

The study of body theories and practice in dance. Topics include somatic theory and practice and body issues related to dance performance, choreography, and pedagogy.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Economics

Bryan School of Business & Economics
462 Bryan Building
336/334-5463
www.uncg.edu/bae/econ/

FACULTY

Stuart D. Allen, Professor and Head of Department
Professors Caldwell, Link, Neufeld, Ruhm
Associate Professors Bearse, Layson, Leyden, McCrickard (Associate Dean), Snowden (Director of Graduate Studies)
Assistant Professors Dawsey, Holland, Rosenbaum, Swann, Sylvester
Lecturers Brod (Director of Office of Business and Economics Research), Overton, Redmond, Sarbaum, Vaidyanathan

Mission Statement

The mission of the Department of Economics supports the teaching, research and service mission of the University and the Bryan School of Business and Economics. We strive to offer professional business and liberal arts education that prepares students to enter the competitive global job market, to enhance their careers, and to earn graduate and professional degrees; to provide quality teaching in our mutually supportive undergraduate and graduate programs; to gain national recognition for our scholarship and our graduate programs; and to use our expertise and service to encourage economic understanding among North Carolina citizens and to foster economic development within the Triad and the state.

The Department of Economics provides students with an understanding of economic principles, concepts, and institutions and the ability to analyze economic problems and public policy issues. Economics is a social science concerned with public policy issues such as pollution and the environment, the health system, central bank policy and inflation, unemployment, the productivity of the labor force, economic growth, and international trade and finance.

The Economics Department offers two undergraduate degrees: a liberal arts Bachelor of Arts and a Bachelor of Science through the Bryan School of Business and Economics. Requirements for the B.S. degree include a core of courses common to all professional degree programs in the Bryan School: twelve semester hours of economics and thirty-three hours in accounting, finance, management, and information systems and operations management, plus additional courses in economics to complete one of the five concentrations: Business and Public Policy; Applied Economic Analysis (quantitative and statistical analysis); Global Economic Policy; Economic Studies; and Financial Economics.

The B.A. degree allows a student to earn a liberal arts degree and to have the flexibility to double major. A major in economics can be combined with a major in areas such as international business studies, geography, political science, history, English, mathematics, and the sciences. Interdisciplinary work in the areas of the environment, regional development, public policy, health, or gerontology can be taken by the enterprising student who seeks out appropriate course work in a variety of departments. A degree in economics provides the student with enhanced access to the job market and to graduate and professional schools. Additional statistical and quantitative course work allows a student to develop research skills and computer expertise that are very important for the job market and for entry into graduate programs.

The Economics Department offers a Master of Arts degree in Applied Economics that provides the student with the theoretical and statistical training to enter the job market as a professional economist employed by financial institutions, health organizations, consulting firms, research organizations, and government agencies.

The Economics Department also offers qualified students the opportunity to accelerate their study of economics by taking M.A. courses for graduate credit during their senior year. See **Accelerated Master's Programs for Undergraduates** for details. The program enables students the opportunity to earn the M.A. degree in one additional year of study.

Teacher licensure is also available for economics majors (see **Teacher Education Programs**).

Economics Major (ECON)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Economics, U305

Economics with Teacher Licensure in Social Studies, U309

General Program Requirements

1. Formal admission to the Department of Economics, including the following:
   a. Successful completion of ECO 101 or 201, 202, 250; ISM 110; and MAT 120* or 191
   b. A minimum GPA of 2.0 in ECO 101 or 201, 202, and 250
   c. A cumulative GPA of at least 2.0
2. 122 s.h.
3. At least 50 percent of the major hours must be earned at UNCG

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Department specifies courses for:	
Mathematics (GMT) MAT 120 or 191	3
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and ENG 102	6
Social and Behavioral Sciences (GSB) ECO 201 and 202	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for the following:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. ECO 101 or 201*, 202*, 250, 301, 327, 346; ISM 110; MAT 120* or 191*
2. Economics electives: 12–19 s.h.

**MAT 120 or 191 satisfies GMT; ECO 201 and 202 satisfy GSB*

IV Additional Requirements for Economics Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs** for additional licensure requirements. Licensure in social studies is available for economics majors (p. 327).

V Electives

Electives sufficient to complete 122 total semester hours required for degree.

Economics Major (ECON)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes for Economic Concentrations:

Business & Public Policy, U333

Applied Economic Analysis, U334

Global Economics Policy, U335

Economic Studies, U336

Financial Economics, U329

Economics with Teacher Licensure in Social Studies, U311

General Requirements

1. Formal admission to the Department of Economics, including the following:
   a. Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101 or FMS 115 or RCO 101, and ENG 102; ISM 110, 280; and MAT 120* or 191
   b. A minimum GPA of 2.0 in ECO 201, 202, and 250
   c. A cumulative GPA of at least 2.0

2. 122 s.h.
3. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
foreign language XXX 203B (e.g., SPA 203B) or equivalent	
Mathematics (GMT)	3
MAT 120 or 191	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and ENG 102	
Social and Behavioral Sciences (GSB)	6
ECO 201 and 202	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for the following:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. ECO 201*, 202*, 250, 300*, 301
2. Remaining courses selected from one of the concentrations listed below:

Business and Public Policy Concentration
three of the following: ECO 311, 312, 323, 370, 375, 380, 390, 510

Applied Economic Analysis Concentration
three of the following: ECO 319, 346, or 351, or approved advanced elective in statistics, data analysis or programming outside the department

Global Economic Policy Concentration
three of the following: ECO 310, 327, 346, 360, 363, 365, 467 or approved advanced elective in the international area outside the department

Economic Studies Concentration
12 s.h. of approved electives at the 300 level or above

Financial Economics Concentration
ECO 327 (or FIN 330), 346, 351, and three finance electives (not including FIN 300). A maximum of two additional economics and finance electives (not including ECO 101) may be taken.

IV Related Area Requirements

1. ACC 201, 202; BUS 105A**; CST 105*; ENG 101*, 102*; FIN 315; ISM 110, 280, 360; MGT 301*, 309*, 312, 330, 491; MAT 120* or 191*; MKT 320
2. Nine (9) s.h. of a foreign language; see p. 73 for requirement details.

**MAT 120 or 191 fulfills GMT; ENG 101, and ENG 102 or CST 105 fulfill GRD; ECO 201 and 202 fulfill GSB; ECO 300, MGT 301, and foreign language fulfill 9–12 s.h. of GL/GN requirement; MGT 309 fulfills major WI and SI requirements; CST 105 fulfills SI requirement outside major.*

***BUS 105A is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.*

V Additional Requirements for Economics Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs** for additional licensure requirements. Licensure in social studies is available for economics majors (p. 327).

VI Electives

Electives sufficient to complete 122 total semester hours required for degree.

Honors in Economics

Requirements

For Honors requirements, check with the departmental office and see Honors Programs information on pp. 208–209.

Economics as a Second Major

Completion of a second major in economics is a good choice for students in other social sciences, mathematics, and other professional areas. The double major can usually be fitted into a normal four-year liberal arts course of study. In highly structured professional programs, additional semester hours beyond the minimum required for graduation are necessary.

Students who double major in economics and another field must complete all major requirements in both areas as well as the general requirements for the degree which they are seeking.

Economics Minor

Required: minimum of 18 semester hours

AOS Code: U305

ECO 101 or 201 plus fifteen additional semester hours of economics are required to complete a minor.

An economics minor is especially appropriate for students whose majors are geography, history, mathematics, political science, sociology, or for students doing interdisciplinary study in the social sciences.

Accelerated Master's Programs for Economics Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A./M.A. in Economics or B.A. in Economics/M.P.A. in Public Affairs program requirements.

ECONOMICS COURSES (ECO)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

100 Economic Development of the Non-Western World (3:3)
GE Marker: GN
Pr. freshman or sophomore standing, or permission of instructor
The economics of developing nations, with a natural emphasis on the non-Western world. Topics include demographics, education, employment, health care, the environment, foreign aid, international institutions, and theories of economic growth. (FALL & SPRING)

101 Introduction to Economics (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Pr. 2.0 GPA or above
- *Students with credit for ECO 201, 202 or equivalent, cannot also receive credit for 101.*

Introduction to basic economic concepts and public policy issues with application to the contemporary American economy.

201 Principles of Microeconomics (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Pr. 2.0 GPA or above
Introduction to microeconomic principles and analysis. Topics include: the market economy, supply and demand, shortages and surpluses, competition and monopoly, international trade, and public policy issues.

202 Principles of Macroeconomics (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Pr. 101 or 201; 2.0 GPA or above; or permission of instructor
Introduction to macroeconomic principles and analysis. Topics include the national income, the monetary system, inflation, business cycles, fiscal policy, the national debt, exchange rates, balance of payments, and economic growth.

250 Economic and Business Statistics I (3:3)
Pr. MAT 115 or 150, ECO 101 or 201, and ISM 110; 2.0 GPA; or above or permission of instructor
Introduction to statistical methods with applications in economics and business. Topics include descriptive statistics, probability, statistical inference, correlation, and regression. Emphasis on problem solving with microcomputer applications.

300 The International Economy (3:3)
GE Marker: GL
Pr. 101 or 201, and 202; 2.0 GPA; or permission of instructor
- *Students are required to take ECO 300 by the first semester of their junior year or as soon after admission to a degree program as possible.*

Examines the history, structure, and institutional foundations of the international trading system. Analyzes the impact of trade on economic growth, employment and living standards with a focus on contemporary issues.

301 Intermediate Microeconomic Theory (3:3)
Pr. 101 or 201, MAT 120 or 191; 2.0 GPA
Intermediate level analysis of consumer theory and theory of the firm. Other topics include market failure, savings and investment, risk and uncertainty, wage determination, and income distribution.

310 The U.S. in the Global Economy: 1700–2000 (3:3)
Pr. 101, or 201 and 202; 2.0 GPA; or permission of instructor
Examination of the history of the United States in the international economy. Examines trade policy, technological and industrial leadership, immigration, the depression, and American post-WWII dominance.

311 Managerial Economics (3:3)
Pr. 250; 2.0 GPA
Economic analysis of management and firm behavior. Topics include: the nature of the firm, managerial decision-making, demand, market structures, competitive strategies, finance, costs, supply, pricing, R&D, and mergers.

312 Economics of Technology (3:3)
Pr. 101 or 201; 2.0 GPA
Economic analysis of technological change. Topics include sources of productivity, inventive activity, entrepreneurship, innovation strategy, R&D management, patenting, and technology assessment. (FALL)

319 Quantitative Analysis I (3:3)
Pr. MAT 120 or 191, and ECO 201; 2.0 GPA
Introduction to mathematical methods in economics. Includes applications of mathematics to consumer and production theory, equilibrium analysis, input-output models, and optimization. (SPRING)

323 Public Finance (3:3)
Pr. 101 or 201; 2.0 GPA
The analysis of taxes and expenditures. Topics include: rationale for government (public goods, externalities), expenditure analysis (including income redistribution), tax analysis (including income, sales, and property taxes). (SPRING)

325 Current Issues in Economics (3:3)
Pr. 101 or 201, and 202; 2.0 GPA; or permission of instructor
Economic analysis of current issues. Topics vary. Issues include trade policy, macroeconomic policy, environment and energy, discrimination, Social Security, regulation, education, health care, tax policy, agriculture, stock market.

327 Money and Economic Activity (3:3)
Pr. 202; 2.0 GPA
Emphasis on legal, institutional, and economic forces which mutually interact to determine supply of money. Elementary monetary theory and monetary flows, institutions, policies, and problems analyzed. International as well as domestic monetary analysis. (FALL)

346 Intermediate Macroeconomic Theory (3:3)
Pr. 301; admission to Department of Economics or other approved program
Intermediate level analysis of national income and employment with attention to fiscal and monetary policy, theories of business fluctuations, and economic growth. (SPRING)

351 Economic and Business Statistics II (3:3)
Pr. 250; 2.0 GPA
Continuation of 250. Multiple regression, time series analysis, simple forecasting, basic econometric models applied to case studies in business, economics, and finance. Use of statistical programs. (FALL & SPRING)

360 International Monetary Economics I (3:3)
Pr. 202; 2.0 GPA
Analysis of balance of payments and international monetary systems. Monetary and fiscal policies under the gold standard, fixed exchange, and flexible exchange systems. Breakdown of the Bretton Woods system and the current exchange rate policies of central banks. (SPRING)

363 European Economic History (3:3)
Pr. 101 or 201; 2.0 GPA
Study of evolution of European economics from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as HIS 363.)

365 The Economics of European Integration (3:3)
Pr. 201 and 202; 2.0 GPA
Examines the historical, current and expected future economics of the European Union. Topics include: trade, protectionism, harmonization, labor issues, the Euro, expansion and interrelation with the global economy. (FALL)

370 Labor Economics (3:3)
Pr. 201; 2.0 GPA
Examination of wage and employment determination in U.S. labor markets. Topics include labor supply and labor demand theory, investments in education and training, job search and migration, unemployment, unions, racial and sex discrimination, income inequality, and public policy.

375 Government and Business (3:3)
Pr. 201; 2.0 GPA
Government regulation and control of markets. Emphasis on antitrust laws and economics as well as control by regulation. (SPRING)

380 Environmental and Natural Resource Economics (3:3)
Pr. 101 or 201; 2.0 GPA; or permission of the instructor
Examination of environmental problems in market economies. Topics include the economic theory of pollution and its control, common-property resources, renewable and other resources, endangered species, population growth, and international problems. (SPRING)

390 Health Economics (3:3)
Pr. 101 or 201 or equivalent; 2.0 GPA; or permission of instructor
Examination of supply and demand for health care, medical malpractice, health insurance, government provision of health care, international comparisons, and health care reform. (FALL)

467 Economic Growth and Development (3:3)
Pr. 300, or permission of instructor
Investigation of the determinants of the long-run economic growth of nations. Application of economic concepts to problems of developing and lesser developed countries.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

499 Problems in Economics (3:3)
Pr. 201 and consent of instructor
- *May be repeated for credit with approval of department head.*

Independent study, research, and discussion covering a topic or group of related topics of current interest in economic policy or economic theory. Topics covered vary from semester to semester.

Courses for Advanced Undergraduates & Graduate Students

510 Law and Economics (3:3)
Pr. 201
Applies economic theory in analysis of law. Presents framework for analysis, examines legal system and various fields of law, studies public regulation, reviews economic analyses of crime, and examines alternative views of legal process.

513 Directed Studies in Economics I (1–3)
Pr. 21 s.h. of economics and permission of instructor
Individual study of economic problems of special interest to the student. Regular conferences with instructor required.

517 American Economic History: Colonial Times to 1865 (3:3)
Pr. 201 or permission of instructor
Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and welfare. (Same as HIS 517)

518 American Economic History: 1865 to Present (3:3)
Pr. 201 or permission of instructor
Evolution of the American economy from the Civil War to present. Emphasis on economic performance through time measured against goals of full employment, price stability, and rapid growth. Course taught as Writing Intensive (WI) and Speaking Intensive (SI). (SPRING) (Same as HIS 518)

523 Topics in Public Finance (3:3)
Pr. 301
Examination of market failure, public goods, economic efficiency, income distribution, and decision making in non-market sector. Economic analysis of major taxes and expenditures with emphasis on incidence and allocative effects.

530 Urban and Regional Economics (3:3)
Pr. 301 or permission of instructor
Application of analytical tools of economics to explain economic organization of cities, metropolitan areas, and larger regions and to deal with their economic problems. Problem areas analyzed include growth, poverty, housing, transportation.

553 Economic Forecasting (3:3)
Pr. 351 or permission of the instructor
Forecasting economic trends and fluctuations. Applications for regression analysis, exponential smoothing techniques, and Box-Jenkins procedures to forecast such economic variables as gross national product and unemployment levels.

555 History of Economic Thought (3:3)
Pr. 202
- *Course taught as Writing Intensive (WI) and Speaking Intensive (SI)*

Main currents in evolution of economic thought with emphasis on classical and neoclassical schools and developments in economic ideas during twentieth century. (FALL)

570 Topics in Labor Economics (3:3)
Pr. 301 or permission of instructor
Advanced theory and research related to labor supply and demand theory, investments in human capital, job search theory, migration, unemployment, theories of discrimination, income distribution theory, and public policy.

575 Industrial Organization and Public Policy (3:3)
Pr. 301 or permission of instructor
Theoretical and empirical study of firms relative to their rivals, suppliers, and customers. Use of theory and industry studies to understand the nature of competition and consequences of imperfect competition.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Education (EDU courses)

(see Teacher Education and Licensure Programs)

Department of Educational Leadership & Cultural Foundations

School of Education
239A Curry Building
336/334-3490
www.uncg.edu/elc

FACULTY

Ulrich C. Reitzug, Professor and Chair of the Department
Professors Brubaker, Hudak, Shapiro
Associate Professors Casey, Lashley, Riehl, Villaverde
Assistant Professors Carver, Chesley, Cooper, Gause
Adjunct Assistant Professors Coble, Jones

A major component of this department is an undergraduate course, ELC 381, "The Institution of Education," which is required of all students who are planning to seek teacher licensure.

There are no undergraduate areas of study offered by this department.

Educational Administration/Leadership Majors

Degrees offered—Master of School Administration; Specialist in Education, Ed.S.; Doctor of Education, Ed.D.

Curriculum and Teaching Major

Degree offered—Cultural Foundations (Ph.D.)

EDUCATIONAL LEADERSHIP AND CULTURAL FOUNDATIONS COURSES (ELC)

Courses for Undergraduates

375 Philosophy of Education (3:3)
Philosophical questions related to education, such as what is education, how are the aims of education to be decided, and what is knowledge, pursued in conjunction with classic historic readings in the philosophies of education and knowledge as well as selected contemporary reading.

381 The Institution of Education (3:3)
- *Required of students seeking teacher licensure.*

School as a social institution concerned with transmission of ideological, moral, and cultural values; social reproduction and change; and competing philosophical visions of education with particular focus on democratic citizenship.

Courses for Advanced Undergraduates & Graduate Students

506 Institutes in Education (1–3)
- *Students may apply no more than 3 s.h. of this course to any degree program.*
- *Grade: Satisfactory/Unsatisfactory, S/U.*

Practicum or workshop experiences to focus on issues, problems, or approaches in the profession.

581 Teaching in the Urban School (3:3)
Pr. admission to teacher education or permission of instructor
This course is designed to provide an opportunity for educators to examine research and literature related to the problems of teaching in the urban school.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Educational Research Methodology

School of Education
206 Curry Building
336/334-3471
www.uncg.edu/erm

Terry Ackerman, Professor and Chair of the Department

Please refer to The Graduate School Bulletin *for graduate-level courses.*

Department of English

College of Arts & Sciences
132A McIver Building
336/334-5311
www.uncg.edu/eng

FACULTY

James Evans, Professor and Interim Head of the Department
Professors Baker, Beale, Cushman, Evans, Gibson, Kilcup, Langenfeld, R. McDonald, Parker, Roskelly, S. Yarbrough, Zacharias
Associate Professors Chiseri-Strater, Dischell, Ferguson, C. Hodgkins, Keith, G. McDonald, Moraru, Myers, Romine, Tisdale
Assistant Professors Dowd, Jordan, Quinn, Schultheis, Stallcup, Van, Weyler, Wurr
Lecturers Clark, Cline, H. Hodgkins, Kennedy, Meyers, Swofford, Yardley

The Department of English offers courses in major authors, in all major literary periods, in literary theory, in linguistics and rhetoric, in journalism, and in writing essays, fiction, and poetry. Senior-graduate courses are available to advanced students, and the graduate program offers the full range of literary and rhetorical studies leading to the M.A., M.Ed., and Ph.D. The creative writing program offers courses both to undergraduates seeking the B.A. degree and to graduate students seeking the MFA degree.

English Major (ENGL)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

English, U155

English with Teacher Licensure in Secondary Subject-Area, U157

The English Major provides a flexible program. Students who major in English participate in increasingly intensified study of language and literature that includes English, American, and foreign literature in translation. Upon graduation, English majors are well qualified to enter nearly all fields that do not require previous technical and professional training.

Although the English major is an excellent preparation for a variety of careers, many students will seek licensure to teach, and others will choose to enter graduate school. English has long been recognized as a desirable major for prelaw and premedical studies. It is also beneficial for students who enter such fields as journalism, editing, communications, diplomacy, advertising, and personnel work.

A "Guide for English Majors and Minors" is available upon request from the departmental office. It provides current advice on planning a major or minor. Additional guidance is available from the Director of Undergraduate Studies in English and from faculty advisors.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies or suggests courses for:	
Literature (GLT) suggested: ENG 211	3
One additional GLT course suggested: ENG 212	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture either a GHP/GPM or GMO course	3
Natural Sciences one additional GNS/GLS or GPS course	3–4
Social and Behavioral Sciences (GSB) one additional GSB course	3
Foreign Language (GFL) intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	0–12
Writing Intensive Courses (WI) a total of four WI courses	

IV Major Requirements

The department offers two major programs leading to the B.A. degree: "English" and "English—High School Teaching." Successful completion of the latter program qualifies the graduate to teach in high schools in North Carolina and other states with which North Carolina has reciprocal licensure agreements. A student may declare either major upon matriculation; to change one's major to English, or to change from one degree program to the other, one must have permission of the department. (See the Director of Undergraduate Studies in English.)

For both concentrations, a minimum of 30 semester hours of English above the 100 level is required. No requirement for the major may be met by a grade lower than C-.

The courses must be distributed as follows in Section V.

V Concentration Requirements

English

1. ENG 211, 212, 251. These courses provide an overview of English and American literature that gives perspective and establishes a basis for choosing courses. Students should take these courses as early as possible, usually during the sophomore and junior years.
2. ENG 303, Approaches to the Study of Literature
3. One (1) course in language (ENG 260, 261, 321, 513) or criticism (531, 549) or creative writing (221, 225, 325, 326, 425, 426) or expository writing and journalism (219, 223, 319, 320, 322, 323, 327, 522, 524), or internship (401, 402)
4. Four (4) courses in literature:
   Two 300–500 level courses in literature before 1800, only one of which may be in Shakespeare (ENG 332, 336, 337, 338, 339 or 340, 342, 360, 372, 381, 510, 537, 540, 541, 561)

   Two (2) 300–500 level courses in literature after 1800 (ENG 315, 331, 333, 344, 345, 346, 348, 349, 350, 351, 352, 353, 358, 359, 373, 374, 376, 377, 378, 379, 382, 545, 550, 558, 559, 563, 564, 565, 582)
5. One (1) or more courses in English at or above the 200 level

English with Teacher Licensure in High School Teaching (Secondary Subject Area)

1. English 211, 212, 251
2. English 303
3. English 321
4. Four (4) courses in literature:
   Two (2) 300–500 level courses in literature before 1800, only one of which may be in Shakespeare (ENG 332, 336, 337, 338, 339 or 340, 342, 360, 372, 381, 450, 510, 537, 540, 541, 561)

   Two (2) 300–500 level courses in literature after 1800 (ENG 315, 331, 333, 344, 345, 346, 348, 349, 350, 351, 352, 353, 358, 359, 373, 374, 376, 377, 378, 379, 382, 451, 545, 550, 558, 559, 563, 564, 565, 582)
5. English 322

Besides completing the above courses in English, candidates for teaching licensure must meet additional requirements, including admission to teacher education (end of sophomore year) and to student teaching (junior year), successful completion of Praxis, and course work outside the English Department. For full current information about all requirements see **Teacher Education Programs** and the UNCG Teacher Education Handbook. Note: admission to teacher education and student teaching in English requires a minimum grade point average of 2.75, overall and in the major.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Honors in English

Requirements

Twelve semester hours to consist of:

- 3 s.h. of HSS 490 (Honors Thesis)
- 6 s.h. of any English Honors course above the 100 level
- 3 s.h. of English at the 500 level, or 3 s.h. of a Contract Honors course in English at the 300 level

Six semester hours from any of the following options:

- Any 500-level course in English
- Any Contract Honors course in English
- ENG 493 (Honors Work—independent study)
- ENG 494 (Honors Seminar)
- Any Honors courses, whether in English or not

Qualifications

- A grade of at least B in all course work used to satisfy the Honors requirement in English
- A declared English Major
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in English" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Jennifer Keith for further information and guidance about Honors in English. For further information on Honors Programs, see pp. 208–209.

English as a Second Major

Required: minimum of 30 semester hours

Students must complete the requirements described above for the English major (30 s.h.).

English as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

The department also offers an 18-hour second academic concentration in English that meets requirements for Elementary Education (School of Education) and certain other University programs in education. Consult with your major advisor or with the Director of Undergraduate Studies in English. Education students who are required to complete another approved concentration in a basic academic discipline, must fulfill the following requirements (18 s.h.) for a second academic concentration in English.

1. Required core courses (9 s.h.)—three (3) courses from the following: ENG 211, 212, 251, 252
2. Either 321 or 262 or 302 for 3 s.h.
3. Two (2) electives at the 200 or 300 level for 6 s.h.

English as a Second Academic Concentration for Middle Grades Education Majors

Required: minimum of 27 semester hours

Middle Grades Education majors must fulfill the following requirements (27 semester hours) for a second academic concentration in English. Consult with your major advisor or with the Director of Undergraduate Studies in English.

1. English and American Literature (9 s.h.), three courses from the following: ENG 211, 212, 251, 252
2. Language and Writing (6 s.h.): ENG 321 and 322
3. Expressive Writing (3 s.h.), one course from the following: ENG 221, 223, 225, 323, 325, 326
4. Literature (6 s.h.), two courses chosen from English courses at the 200 or 300 level, in consultation with major advisor, from the following: ENG 332, 336, 337, 338, 339, 340, 342, 360, 372, 381, 510, 537, 539, 540, 541, 542, 561, 315, 331, 333, 344, 345, 346, 348, 349, 350, 351, 352, 353, 355, 358, 359, 372, 373, 374, 376, 377, 378, 379, 382.
5. Elective (3 s.h.), chosen from literature or writing courses at the 200 or 300 level (items 3 and 4 above), in consultation with major advisor

English Minor

Required: minimum 18 semester hours

AOS Code: U155

ENG 101 and 102 satisfy the College Reasoning and Discourse (CRD) requirement and do not, therefore, count as part of the semester hours for an English minor.

English minors have wide choice among courses offered in fulfilling the minimum of 18 hours in English. They are urged, however, to report to the Director of Undergraduate Studies as early as possible for help in planning a program.

Requirements

1. Any two courses, to be chosen by the student, from among the following: ENG 201, 202, 211, 212, 251, 252
2. No more than six s.h. at the 100 level (but see head note, above); and at least six s.h. at the 300 level or above.

For information on licensure toward a high school English endorsement, fulfilling the English minor requirements, see the Director of English Education.

ENGLISH COURSES (ENG)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

100 Basic Writing (3:3)

- *Does not fulfill the University writing requirement.*
- *Credit does not apply toward graduation nor count in the student's GPA.*

Instruction and practice in basic writing skills, in preparation for 101. Admission to the course is by advice of the Director of Composition on the basis of SAT scores and placement testing.

101 English Composition I (3:3)

GE Core: GRD
AULER/CLER: RD/CRD

- *Equivalent credit to FMS 115/RCO 101. Students may not receive credit for both ENG 101 and either FMS 115 or RCO 101.*

Students read and write in varied forms, styles, and lengths. Goals include developing ideas and revising writing, experimenting with aims and approaches in producing writing, and understanding appeals to various audiences. (FALL & SPRING)

102 English Composition II (3:3)

GE Core: GRD
AULER/CLER: RD/CRD
Pr. 101, or FMS 115 or RCO 101

- *Equivalent credit to FMS 116/RCO 102; students may not receive credit for ENG 102 and either FMS 116 or RCO 102.*

Emphasizes developing ideas and supporting varied writing tasks. Goals include effective uses of evidence, control in style and voice, understanding varied forms and perspectives. (FALL & SPRING)

104 Approach to Literature (3:3)

GE Core: GLT
AULER/CLER: BL/CBL

Critical reading and analysis of fiction, poetry and drama with an emphasis on a variety of major themes and their relevance to contemporary life. (FALL & SPRING)

105 Introduction to Narrative (3:3)

GE Core: GLT
AULER/CLER: BL/CBL

Critical reading and analysis of American and British novels, short stories, and narrative poems. Attention to historical, cultural, and literary backgrounds as appropriate. (FALL & SPRING)

106 Introduction to Poetry (3:3)

GE Core: GLT
AULER/CLER: BL/CBL

Critical reading and analysis of British and American lyric, dramatic, and narrative poetry. Attention to historical, cultural, and literary backgrounds as appropriate. (FALL & SPRING)

107 Introduction to Drama (3:3)

GE Core: GLT
AULER/CLER: BL/CBL

Critical reading and analysis of British and American drama. Attention to historical, cultural, and literary backgrounds, especially the Continental dramatic background, as appropriate. (FALL & SPRING)

108 Topics in British and American Literature (3:3)

GE Core: GLT

Variable topics. Offerings may include Southern Writers, The Mystery Novel, Women Writers, The Imperial Imagination, and Grail Literature. (ALT YEAR)

109 Introduction to Shakespeare (3:3)

GE Core: GLT

Intensive study of a limited number of plays (and perhaps some sonnets) using such approaches as textual analysis, historical material, filmed versions, attendance at productions, discussion, writing, and performance study. (FALL & SPRING)

110 World Literature in English (3:3)

GE Core: GLT *GE Marker: GL*

Introductory survey of literature written in English by authors from regions outside the United States and the British Isles—the West Indies, India, Canada, Africa, Australia, and New Zealand. (ALT YEAR)

111 Introduction to Linguistics (3:3)
Introductory study of the science of language: principles of sound, meaning, structure, use, and the interactions of language and society. (FALL) (Same as CCI 111 and LIN 111)

201 European Literary Classics: Ancient to Renaissance (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL
Critical reading and analysis of works in translation: Homer, Dante, Cervantes, and others. (FALL & SPRING)

202 European Literary Classics: Enlightenment to Modern (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL
Critical reading and analysis of works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. (FALL & SPRING)

203 Academic English for Speakers of Other Languages (3:3)
- *Restricted to students whose first language is not English.*
- *Does not satisfy the University composition requirement.*

Emphasis on the active use of language skills: speaking, listening, reading, writing. (FALL & SPRING)

204 Non-Western Literary Classics (3:3)
GE Core: GLT *GE Marker: GN*
AULER/CLER: WL/CWL
Reading and analysis of the most influential literary texts of Non-Western cultures, ancient through modern; readings include translations of prose and poetry from Asia, the Middle East, and Africa.

208 Topics in Global Literature (3:3)
GE Core: GLT *GE Marker: GL*
Variable topics, with emphasis on regional interconnections. Offerings may include Europe at War, World Women Writers, Literature and Revolution, and Holocaust Literature. (ALT YEAR)

209 Topics in Non-Western Literature (3:3)
GE Core: GLT *GE Marker: GN*
Variable topics, with emphasis on regional interconnections. Offerings may include South Asian Diaspora, Postcolonial Childhood, Afro-Caribbean Writers, and Australasian Writers. (ALT YEAR)

210 Literature and the Arts (3:3)
GE Core: GLT
Exploration of the relationships between literary and extraliterary arts such as music, visual arts, cinema, and architecture. Extraliterary focus will vary. (ALT YEAR)

211 Major British Authors: Medieval to Neoclassical (3:3)
GE Core: GLT
AULER/CLER: BL/CBL
Pr. sophomore standing, or English major, or permission of instructor
Major poets, dramatists, satirists read within the context of their times: Chaucer, Shakespeare, Milton, Pope, Swift, and others. (FALL & SPRING)

212 Major British Authors: Romantic to Modern (3:3)
GE Core: GLT
AULER/CLER: BL/CBL
Pr. sophomore standing, or English major, or permission of instructor
Major authors of the Romantic, Victorian and Modern periods studied in relation to their times and traditions: Wordsworth, Tennyson, Yeats, Joyce, and others. (FALL & SPRING)

219 Journalism I: Fundamentals of Newswriting (3:3)
Introduction to newspaper journalism. Emphasis on basic newswriting and reporting. Combines writing workshop and lecture. Swofford, Yardley (FALL & SPRING)

221 Writing of Poetry: Introductory (3:3)
Pr. satisfaction of GLT requirement
Introductory workshop in writing poetry for students beyond the freshman year. Dischell, Kennedy

223 Writing of Essays (3:3)
AULER/CLER: RD/CRD
Pr. 101 or exemption
Course in reading and writing the essay, with particular attention to style and voice. (FALL & SPRING)

225 Writing of Fiction: Introductory (3:3)
Pr. satisfaction of GLT requirement
Introductory workshop in writing fiction for students beyond the freshman year. Clark, Parker, Zacharias, Shreve

235 Science Fiction (3:3)
Historical and critical study of science fiction in the twentieth century.

236 Genre Fiction (3:3)
Selected writers from a popular kind (genre) of fiction, such as horror, spy, crime, fantasy, sports. Topic to vary.

251 Major American Authors: Colonial to Romantic (3:3)
GE Core: GLT
AULER/CLER: BL/CBL
Pr. sophomore standing, or English major, or permission of instructor
Classic authors and their contributions to the intellectual life of America: Hawthorne, Melville, Douglass, Poe, Whitman, Dickinson, and others. (FALL & SPRING)

252 Major American Authors: Realist to Modern (3:3)
GE Core: GLT
AULER/CLER: BL/CBL
Pr. sophomore standing, English major, or permission of instructor
Late nineteenth- and twentieth-century authors and their contributions to the development of modern thought: Dickinson, Twain, Frost, Faulkner, Hemingway, and others. (FALL & SPRING)

260 Introduction to the English Language (3:3)
Relationship between the English language as a system and individual uses of language. Techniques for describing language, theories about language, and introduction to the structure and history of English. (FALL)

261 Dialects of American English (3:3)
Consideration of the historical, geographical, and social factors which have influenced the varieties of modern American English, the methodology of dialect study, and the representation of dialects in American literature.

262 Sociolinguistics (3:3)
GEC Core: GSB
Introduction to language in its sociocultural context. Topics include geographical and social dialects, language and identity, domains of language use, language attitudes, and the nature of multilingual societies. (ALT) (Same as LIN 262)

302 Second Language Acquisition (3:3)
Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners. (ALT) (Same as LIN 302)

303 Approaches to the Study of Literature (3:3)

Introduction to critical approaches to literature. Guidelines for and practice in writing about literature. Moraru, Yarbrough (FALL & SPRING)

311, 312 Literary Studies Abroad (3:3), (3:3)

Selected literary topics—themes, authors, genres, periods—with emphasis on their relationships to physical and cultural settings associated with the literature. Residence abroad. (SUMMER)

315 Postcolonial Literatures (3:3)

GE Core: GLT

Pr. sophomore standing or higher

Literature from South Asia, Africa, the Caribbean, Australia, and Canada marked by the experience of European colonialism. Topics include non-European literary forms, colonization, political resistance, nationalism, gender, postcolonial predicaments. Schultheis

318 Journalism IV: Advanced Reporting and Writing (3:3)

Pr. ENG 219

This course focuses on developing advanced skills in print and online journalism. Students will pursue projects in investigative and feature writing, as well as computer-assisted reporting. (FALL OR SPRING)

319 Journalism II: Editing the Newspaper (3:3)

Pr. 219 or permission of instructor

Values and practices in newspaper editing. Emphasis on ethics, editing skills, newspaper design, and writing editorials. Cline (SPRING)

320 Journalism III: Feature Writing and Reviewing (3:3)

Pr. 219 or permission of instructor

Writing workshop: values and journalistic practices in writing feature articles and reviews; includes book reviewing and critical writing on other arts.

321 Linguistics for Teachers (3:3)

Introduction to formal study of the English language, including intensive review of structural and transformational grammars. Other topics of interest to teachers of English, including geographical and social dialects and teaching composition. Course satisfies a State requirement for prospective English teachers. Beale, Myers, Wurr (FALL & SPRING)

322 The Teaching of Writing (3:3)

Pr. University Reasoning and Discourse requirements must already have been met. For students seeking licensure in English, it is recommended that 321 be taken first.

Principles of written discourse with a survey of techniques of teaching composition. Instruction in composing, editing, and criticizing written discourse. Beale, Chiseri-Strater, Roskelly (FALL & SPRING)

323 Literary Nonfiction (3:3)

Pr. completion of Reasoning and Discourse requirement

Workshop in writing essays and other types of nonfiction with emphasis on audience and style. Chiseri-Strater, Roskelly

324 Practicum: Tutoring Writing (1:1:3)

Pr. 321, 322, or permission of instructor

- *May be repeated twice for a total of 3 s.h.*

Training and experience in teaching writing in individualized or small-group tutorial sessions in the University Writing Center. Meyers (FALL & SPRING)

325 Writing of Fiction: Intermediate (3:3)

Pr. 225 or permission of instructor

Continuation of introductory workshop in writing fiction for students beyond the freshman year. Clark, Parker, Zacharias, Shreve

326 Writing of Poetry: Intermediate (3:3)

Pr. 221 or permission of instructor

Continuation of introductory workshop in writing poetry for students beyond the freshman year. Dischell, Jordan

327 Writing in the Professions (3:3)

Pr. University Reasoning and Discourse requirement must already have been met.

Principles of clarity, precision, audience analysis, document design, collaboration, and usability applied to a variety of professional writing tasks. May include elements of visual design, Web site design, or grant writing. (FALL & SPRING)

329 Literature and Film (3:3)

Selected short stories, novels, plays, film scripts and their film versions, with emphasis on rendering literary values into film.

331 Women in Literature (3:3)

GE Core: GLT

AULER/CLER: BL/CBL

Study of women as readers, writers, and characters in literature. Attention to questions of literary canon and to women's position in drama, the novel, and poetry. Gibson (FALL & SPRING)

332 English Women Writers before 1800 (3:3)

Pr. 211

Study of the literary and social significance of texts written in various genres by English women prior to 1800. Baker, Keith

333 Southern Writers (3:3)

Fiction, poetry, drama of the modern and contemporary South. Emphasis on Southern perspectives, values, traditions. Faulkner, Welty, Wright, Tate, O'Connor, Percy, and others. Parker, Romine

336 Introduction to Chaucer (3:3)

Pr. for advanced undergraduates

Chaucer's major poetry examined within the context of medieval cultural traditions. Readings in the early dream visions, Troilus and Criseyde, and selected Canterbury Tales. Attention given to language and pronunciation. Stallcup, Tisdale

337 English Literature to 1500 (3:3)

Culture of the Middle Ages. Selected reading in English literature from Beowulf to Malory. Works in Anglo-Saxon and some in Middle English in translation. Baker, Stallcup, Tisdale

338 The Sixteenth Century 1500–1610 (3:3)

Earlier English Renaissance lyric, romance, prose, and drama; study of humanist backgrounds and contexts; emphasis on development of thought and style. Dowd, C. Hodgkins, R. McDonald

339 Shakespeare: Early Plays and Sonnets (3:3)

GE Core: GLT

AULER/CLER: BL/CBL

A selection of representative plays including Romeo and Juliet, A Midsummer Night's Dream, 1 Henry IV, Much Ado about Nothing, Henry V, and Hamlet. Dowd, C. Hodgkins, R. McDonald (FALL & SPRING)

340 Shakespeare: Later Plays (3:3)

GE Core: GLT

AULER/CLER: BL/CBL

A selection of representative plays, including Othello, King Lear, Macbeth, Anthony and Cleopatra, Measure for Measure, and The Tempest. Dowd, C. Hodgkins, R. McDonald (FALL & SPRING)

341 Themes in Literature (3:3)
AULER/CLER: BL/CBL
• *May be repeated for credit when theme varies.*
Study of a major theme in literature of general interest. Through a variety of sources, mainly literature, but including art, film, history, and music, the class will explore the dimensions and complexities of the theme.

342 The Seventeenth Century (3:3)
Main lines of thought and style noted in major writers of the later Renaissance from Donne and Jonson through Milton. Emphasis on lyric and metaphysical poetry. C. Hodgkins

344 Romantic Poetry and Poetics (3:3)
Intensive study of works by Wordsworth, Coleridge, the Shelleys, Keats, and Byron, with attention to development of Romantic movement. Keith

345 Victorian Literature (3:3)
Major Victorian writings: poems by the Brownings, Tennyson, the Rossettis, and others; prose works by Carlyle, Arnold, Mill, and others. Gibson, Van

346 English Literature from Victorian to Modern (3:3)
Critical study of English literature from the end of Victorian period to beginning of the modern era. Features such writers as Pater, Wilde, Yeats, Shaw, Hardy, Conrad, Ford, and Wells. Cushman, Langenfeld

348 Contemporary British Literature and Culture (3:3)
Post-1945 British literature in cultural, political/historical context. Topics include history, social class, sexuality, gender, race, immigration, post-imperial nostalgia, realism, the legacy of modernism, postmodernism, and cultural studies.

349 English Novel from Defoe to Hardy (3:3)
Introduction to the great tradition of the English novel. Selected novels by Fielding, Austen, the Brontes, Dickens, and others. Evans

350 The Twentieth-Century English Novel (3:3)
Development of the English novel from Conrad through end of World War II, featuring such writers as Forster, Lawrence, Joyce, Woolf, Huxley, and Greene. Cushman

351 The American Novel through World War I (3:3)
Historical and critical study of Hawthorne, Stowe, Twain, Alcott, Chesnutt, James, Johnson, and others. Kilcup, Weyler

352 The Twentieth-Century American Novel (3:3)
Historical and critical study of Wharton, Cather, Fitzgerald, Hemingway, Hurston, Faulkner, Wright, Welty, and others. Romine, G. McDonald (FALL & SPRING)

353 The Contemporary Novel (3:3)
Historical and critical study of Updike, McCarthy, Gaddis, Morrison, Tan, Pynchon, and others. Parker, Zacharias

358 Modern Poetry (3:3)
Poets and schools of poetry, British and American, from 1915 to 1945, with emphasis on the great variety of styles and subjects. Chappell, Cushman, Dischell, G. McDonald

359 Contemporary Poetry (3:3)
British and American poetry 1945 to present. Emphasis on themes and styles, with particular attention given to classical sources, world history, and modern innovations in technique. Dischell. (SPRING)

360 The Eighteenth Century (3:3)
Major writers of the Restoration and eighteenth century in a historical, literary, and cultural context: Dryden, Behn, Pope, Swift, Johnson, and others. Evans, Keith

371 Literary Study of the Bible (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL
The Bible as part of the world's great literature. Designed to give students a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. C. Hodgkins

372 Early American Literature (3:3)
Literature in the New World to 1820. Topics include exploration and contact, Puritanism, the Great Awakening, the Revolution, and the rise of captivity and travel narratives and the novel. Weyler (ALT)

373 American Romanticism (3:3)
Survey of selected major romantic writers, c. 1800–1900: Irving, Bryant, Cooper, Prescott, Poe, Hawthorne, Melville, and authors from the Brahmin and Transcendentalist groups. Authors and topics will vary. Kilcup, G. McDonald (ALT)

374 Early African American Writers (3:3)
Critical survey of the traditions, ideas, techniques, and directions of African American writing from its beginnings to the early Harlem Renaissance. Ferguson

376 African American Writers after the 1920s (3:3)
Critical survey of the traditions, thought, and directions of African American writing from the late Harlem Renaissance to the present. Ferguson

377 American Realism and Naturalism (3:3)
Survey of major realistic and naturalistic writers, c. 1860–1920: Stowe, Twain, Howells, James, Chopin, Dreiser, Chesnutt, Wharton, Glasgow, and others. Authors and topics will vary. Kilcup, G. McDonald (ALT)

378 American Life-Writing (3:3)
Survey of various forms of American life-writing, such as autobiographies, diaries, letters, journals, tribal history, narrative poetry, and travel writing; and affiliated critical work. Kilcup

379 American Women's Writing (3:3)
Survey of a particular area, period, theme, or genre of American women's writing and affiliated critical work. Kilcup

381 English Drama to 1800 (3:3)
Critical, cultural, and historical study of the English drama—excluding Shakespeare—from medieval plays to eighteenth-century comedy: Marlowe, Jonson, Webster, Dryden, Congreve, Sheridan, and others. R. McDonald

382 Modern British and American Drama (3:3)
Historical and critical survey of British and American drama 1890 to the present: Shaw, O'Neill, Yeats, Synge, Pinter, Miller, Williams, and others. Cushman

401 Internship in Journalism and Editing (3:0:8)
Pr. English major; junior standing or higher; 3.0 cumulative GPA; recommendation of UNCG journalism instructor and permission of the Internship Coordinator
Field experience for senior English majors with a newspaper or magazine publisher. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor. (FALL & SPRING & SUMMER)

402 Internship in English Studies (3:0:8)
Pr. English major; junior standing or higher; 3.0 cumulative GPA; recommendation of UNCG English faculty member and permission of the Internship Coordinator

Field experience for advanced English majors in jobs related to English studies. Academic supervision provided by Internship Coordinator and direction in field provided by job supervisor. (FALL & SPRING & SUMMER)

425 Writing of Fiction: Advanced (3:3)
Pr. 325 or permission of instructor

Advanced workshop in writing fiction. Discussion of student fiction supplemented by readings of fiction and essays about fiction by historical and contemporary masters of the genre. Clark, Parker, Zacharias

426 Writing of Poetry: Advanced (3:3)
Pr. 326 or permission of instructor

Advanced workshop in writing poetry. Discussion of student poetry supplemented by readings of poetry and essays about poetry by historical and contemporary masters of the genre. Dischell, Jordan

450 Pre-1800 Literature Senior Seminar (3:3)
Pr. senior standing and English major, or permission of instructor

Variable topic seminar course intended for senior English majors.

451 Post-1800 Literature Senior Seminar (3:3)
Pr. senior standing and English major, or permission of instructor

Variable topic seminar course intended for senior English majors.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

494 Honors Seminar (3:3)
Pr. English major with upperclass standing, and either enrollment in the Honors Programs or a minimum 3.30 overall GPA

Study of an important topic in Literature, Criticism, Theory, or Rhetoric. (FALL)

Courses for Advanced Undergraduates & Graduate Students
Prerequisite for credit in all courses in literature listed below: successful completion of at least six s.h. of approved courses in English and American literature at the 300 level or above.

510 Old English (3:3)

Language and literature of the Anglo-Saxon period (A.D. 600–1100). The language is studied primarily in conjunction with literary texts in the context of their history and culture. Tisdale

513 History of the English Language (3:3)

Origins and development of the English language, methods of historical language study, and competing theories of linguistic change. Practical emphasis on reading and analysis of texts in Old, Middle, and Early Modern English. Myers

522 Teaching Composition: Theories and Applications (3:3)
- *321 or 660 recommended.*

Theories of the composing process and of discourse generally as they apply to the problems of teaching composition. Background studies in language and other related areas. Specific approaches to teaching composition, their rationales and their comparative usefulness. Chiseri-Strater, Roskelly

524 Writing—Advanced: Analytical and Technical (3:3)

Problems of organization and expression in books, articles, and reports. For those writing for publication or whose work in business or government requires a great deal of writing.

531 Feminist Theory and Women Writers (3:3)

Examines gender and creativity, women's place in literary tradition, and connections among art, gender, race, and class. Focuses on contemporary theory and on literary works from one historical period. Gibson

537 Middle English Literature (3:3)

Language and literature of the thirteenth-, fourteenth-, and fifteenth-century England. Baker, Stallcup, Tisdale

540 Shakespeare (3:3)

Major comedies, histories, tragedies selected for topical study. Related background readings and criticism. R. McDonald

541 Milton (3:3)

Milton's major poems and his most important prose works in their seventeenth-century setting. C. Hodgkins

545 Nineteenth-Century British Writers (3:3)

Major Romantic and/or Victorian writers. Attention to poetry and prose. Gibson, Keith

549 The Critical Canon and Contemporary Issues (3:3)

Important critical writings from ancient Greece through the nineteenth century, emphasizing their influence upon modern theory and practice. Moraru, Yarbrough

550 Modern British Writers (3:3)

Major novelists, poets, and playwrights of the modernist period. Cushman.

553 Topics in English Studies (3:3)
- *May be repeated once for credit when topic varies.*

Studies in selected topics in English or American literature or language.

558 American Poetry After 1900 (3:3)

Critical and historical study of major twentieth-century American poets to World War II. G. McDonald, Quinn

559 Twentieth-Century British Poetry (3:3)

Critical and historical study of twentieth-century British poetry to World War II. Cushman

561 Eighteenth-Century British Writers (3:3)

Selected major writers, 1660–1800, from among Dryden, Swift, Pope, Johnson, and others. Evans, Keith

563 American Poetry Before 1900 (3:3)

American poetry and related critical theory with special emphasis on Taylor, Poe, Emerson, Whitman, and Dickinson. Kilcup

564 American Prose Before 1900 (3:3)

Genres, themes, and movements of American prose, fiction and non-fiction, written before 1900. Weyler

565 American Prose After 1900 (3:3)

American prose written after 1900, with an emphasis on historical context, prose traditions in America, and the development of form, style, and genre. Moraru, Romine

582 Modern Drama (3:3)

Drama of late nineteenth century and twentieth century, continental, English, and American. Cushman

590 Literacy, Learning, and Fieldwork (4:3:3)

Examines the historical, pedagogical, ideological and theoretical threads of literacy studies, debates and programs. Includes training/tutoring fieldwork in local literacy programs, primarily in the public libraries. Chiseri-Strater, Wurr

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Environmental Studies Program

College of Arts & Sciences

219 Graham Building
336/256-0520
www.uncg.edu/psc/es.html

COMMITTEE MEMBERS

Susan Buck, Director, Environmental Studies Program
Susan Andreatta, Department of Anthropology
Bruce Banks, Department of Chemistry and Biochemistry
Keith Howell, Department of Public Health Education
Bruce Kirchoff, Department of Biology
Steve Kroll-Smith, Department of Sociology
Scott Lawrence, Department of Psychology
Mike Lewis, Department of Geography
Bill Markham, Department of Sociology

Environmental studies is an interdisciplinary field fostering understanding of the natural physical and biological setting in which life on Earth exists. It integrates scientific study of ecosystems, pollution, climate, energy, and other environmental and natural resource matters on a global, regional or local scale with cultural and policy-related study of politics, economics, sociology, history, and law.

The Environmental Studies minor is designed to provide students with a broad exposure to topics related to the environment and to provide knowledge and skills to address major environmental issues. Students interested in the minor should work closely with their advisors to ensure that they meet prerequisites for upper division courses. In particular, students planning to take upper division biology courses should register for BIO 111/112 rather than for BIO 105/105L.

Special Programs in Liberal Studies—Environmental Studies Minor (SPLS)

AOS Code: U825

Required: minimum of 18 semester hours

Required courses:

A. ENV 100
B. A minimum of 15 semester hours outside the student's major department, with no more than 8 hours at the 100 level:
   1. 6–9 s.h. from the following: BIO 105 (environmental focus section)/105L or BIO 111/112 (if student plans to take upper level BIO courses), 301, 302, 361, 420, 431, 526; CHE 252; ENV 399*; FMS 184 (Campus Natural History or Endangered Species); GEO 103, 106/106L, 305, 311, 312, 314/314L, 323, 330; RCO 252
   2. 6–9 s.h. from the following: ATY 526; ECO 380; ENV 399*; GEO 205; HEA 316; ENV/PSC 312, 313, 314; PHI 363; REL 250; RPM 202; SOC 370

**ENV 399 may not be repeated for credit.*

ENVIRONMENTAL STUDIES COURSES (ENV)

Courses for Undergraduates

100 Introduction to Environmental Studies (3:3)

Survey of current environmental issues from ecological, social, cultural, political, and economic perspectives. (FALL OR SPRING)

312 Environmental Law and Policy (3:3)

Study of federal and international environmental law and policy: topics include air and water pollution, hazardous and toxic substances, climate change, atmospheric pollutions, and related issues. Buck (Same as PSC 312)

313 Natural Resources Law and Policy (3:3)

Study of state, federal, and international natural resources law and policy: topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation. Buck (Same as PSC 313)

314 Wildlife Law and Policy (3:3)

Evolution of American wildlife law with focus on private property, federal–state relations, and federal protection of species, habitat, and biodiversity. (Same as PSC 314)

399 Environmental Studies Internship (3:1:10)

Pr. written permission of instructor

150 hours of supervised work in a private, nonprofit, or public environmental agency; five 2-hour seminars to discuss assigned readings and internship experiences; research paper or written field project required. (FALL & SPRING)

Department of Exercise and Sport Science

School of Health & Human Performance

250 Health and Human Performance Building
336/334-5308
www.uncg.edu/ess

FACULTY

Kathleen Williams, Professor and Head of Department
Professors Gill, Goldfarb, Hoffman, Martinek, Perrin, Swanson, Williams
Associate Professors Etnier, Karper, Veal
Assistant Professors Davis, Henning, Jamieson, Newcomer, Schilling, Schmitz, Schultz, Wideman
AP Associate Professors Poole, Richards
AP Assistant Professor Stoudemire; AP Instructor Brown

Mission Statement

The mission of the Department of Exercise and Sport Science is to prepare professionals at both the undergraduate and graduate levels through excellence in teaching, research, and service so that they may encourage enhanced performance and quality of life of all citizens of the Piedmont Triad and beyond through active lifestyles and lifetime physical activity.

Exercise and Sport Science Major (EXSS)

Degree: Bachelor of Science

Required: 122–128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Exercise Science and Sport Studies

Fitness Leadership, U412

Aquatic Instructor Leadership, U423

Aquatics for Therapy/Rehabilitation, U424

Sports Medicine, U421

Exercise and Sport Science Pedagogy

Physical Education Teacher Education with K–12 Licensure, U409

Community Youth Sport Development, U422

Transfer Students

Students who enter the UNCG Exercise and Sport Science major as transfers in the junior year should expect to take at least an extra semester of work unless they enter with a strong background in science (BIO 111, 271, 277) and physical education activities. For those students seeking Teacher Licensure who are also required to complete a second academic concentration, the time commitment may be further extended.

REQUIREMENTS

All concentrations in the Exercise and Sport Science Major require courses in the following areas:

1. General Education Core Requirements
2. General Education Marker Requirements
3. Major Core Requirements
4. Related Area Requirements
5. Concentration Requirements
6. Electives
7. Additional Requirements

Each concentration has additional requirements for graduation. The specific course requirements and additional requirements are listed in each concentration section.

Fitness Leadership Concentration (122 semester hours)

The **Fitness Leadership** concentration prepares students for careers in preventive and rehabilitative exercise and fitness. Graduates from this concentration are able to pursue careers in fitness, personal training, cardiac rehabilitation, exercise physiology and related fields.

For complete information about admission to the Fitness Leadership concentration, please refer to page 17.

Student Learning Goals

Students completing this program will demonstrate a basic knowledge of anatomy, biomechanics, exercise physiology, sociohistorical foundations of sport and exercise and human development over the life span, as it relates to pathophysiology, health appraisal, exercise program prescription and fitness testing. Graduates will be able to develop, manage and administer exercise programs for a range of diverse populations.

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT) required: STA 108	3
Natural Sciences (GNS) required: BIO 111; and CHE 103 or CHE 111	6–7
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and CST 105	6
Social and Behavioral Sciences (GSB) ESS 330 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Core Requirements

ESS 250, 330*, 351, 375, 376, 386, and 388, and 6 activity courses** must be completed with a grade of C (2.0) or higher.

NOTE: No required ESS course may be taken more than twice. Students who receive a grade below C twice in the same required ESS course will be dropped from their concentration. Students who receive a grade below C twice in the same ESS Theory Core course will be dropped from the major.

**ESS 330 satisfies 3 s.h. of GSB.*

***The 6 activity courses must include ESS 120, 130, and at least one of the following aquatics activities: 150, 151, 203, 252, 254, 256.*

IV Related Area Requirements

BIO 111*, BIO 271, and 277 or approved transfer courses; CHE 103*, 104 and 110L, or CHE 111* and 112, and CHE 114 and 115; CST 105*; HEA elective; NTR elective; PSY 121*; STA 108*

**BIO 111, and CHE 103 or CHE 111 satisfy GNS; CST 105 satisfies 3 s.h. of GRD; PSY 121 satisfies 3 s.h. of GSB; STA 108 satisfies GMT.*

V Additional Concentration Requirements

ESS 220, 353, 379, 389, 468, 469, 570, and capstone experience*

**Satisfactory completion of one of the following capstone options is required for graduation:*

a. ESS 595 (6 credits), or ESS 595 (3 credits) and ESS 475 (3 credits)
b. ESS 475 (6 credits)
c. ESS 475 (3 credits) and ESS 495 (3–6 credits). ESS 493 may be substituted for 475 and Senior Honors work may be substituted for ESS 495.
d. Six credits of elective ESS course work and three credits of free elective course work at the 300 level or above

VI Electives

Students may select courses to complete the 122 semester hours required for degree.

VII Additional Requirements

Additional information may be found in the ESS Handbook.

- A minimum GPA of 2.50 and a grade of at least C (2.0) in each required ESS course at the 100–399 levels are required for permission to enroll in ESS 468, 469, 570, any of the capstone options required for graduation listed in this *Bulletin* under **V—Additional Concentration Requirements**, and any other ESS 500-level courses in addition to ESS 570.
- Certification in First Aid and adult and child CPR must be current for enrollment in ESS 595.
- ESS 595 (Internship experience) requires an application process with specific requirements. See section on "Requirements for Internships."
- To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with an ESS prefix.
- To graduate, all majors must obtain at least 36 s.h. in courses at the 300-level or above.
- Students in this concentration who do not graduate within seven years or who leave school and later re-enter are held for the current program requirements at the time of crossing from the seventh to the eighth year, or are held to the current program requirements during the year of re-entry.
- Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

Aquatic Instructor Leadership and Aquatics for Therapy/Rehabilitation Concentrations (122 semester hours)

The aquatics concentrations provide entry-level professional preparation for students who will be competent to design and implement effective aquatic programs for a wide range of community settings.

There are two options: **Aquatic Instructor Leadership** and **Aquatics for Therapy/Rehabilitation**.

Student Learning Goals

Students completing this concentration will demonstrate knowledge of basic anatomical structures and hydrodynamic principles pertaining to aquatic skill performance, as well as the sociohistorical, behavioral and biophysical aspects of exercise and sport. They will demonstrate knowledge and skills of basic water safety, aquatic therapy and rehabilitation methods as well as appropriate health and safety practices for aquatic facilities.

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT) required: STA 108	3
Natural Sciences (GNS) required: BIO 111; and CHE 103 or CHE 111	6–7
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and CST 105	6
Social and Behavioral Sciences (GSB) ESS 330 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Core Requirements

ESS 250, 330*, 351, 375, 376, 386, 388 and 6 activity courses must be completed with a grade of C (2.0) or higher.

NOTE: No required ESS course may be taken more than twice. Students who receive a grade below C twice in the same required ESS course will be dropped from their concentration. Students who receive a grade below C twice in the same ESS Theory Core course will be dropped from the major.

**ESS 330 satisfies 3 s.h. of GSB.*

IV Related Area Requirements

Each option has different related area requirements.

Aquatic Instructor Leadership option: BIO 111*, BIO 271, and 277 or approved transfer courses; CHE 103*, 104 and 110L, or CHE 111*, 112, 114 and 115; CST 105*; HEA elective; MGT 200; NTR elective; PSY 121*; RPM 111; STA 108*

Aquatics for Therapy/Rehabilitation option: BIO 111*, BIO 271, and 277 or approved transfer courses; CHE 103*, 104 and 110L, or CHE 111*, 112, CHE 114 and 115; CST 105*; HEA elective; NTR elective; PSY 121*; RPM 231 or 314; STA 108*

**BIO 111, and CHE 103 or CHE 111 satisfy GNS; CST 105 satisfies 3 s.h. of GRD; PSY 121 satisfies 3 s.h. of GSB; STA 108 satisfies GMT.*

V Additional Concentration Requirements

Aquatic Instructor Leadership option: ESS 202, 220, 258, 359, 390, 391, 458, 459, 494

Aquatics for Therapy/Rehabilitation option: ESS 220, 258, 359, 381, 459, 468, 494

VI Electives

Students may select courses to complete the 122 semester hours required for degree.

VII Additional Requirements

Additional information may be found in the ESS Handbook.

- A minimum GPA of 2.30 and a grade of at least C (2.0) in each required ESS course at the 100–499 levels is required for permission to enroll in any ESS 500-level course.
- Certification in First Aid and adult and child CPR must be current for ESS 494.
- ESS 494 (Internship experience) requires an overall GPA of 2.50 and an application process with specific requirements. See section on "Requirements for Internships."
- To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with an ESS prefix.
- To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.
- Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

Sports Medicine Concentration (122 semester hours)

The **Sports Medicine** concentration provides a **preprofessional program of study** with a focus on exercise and sport science that also encompasses other fields of science (biology, chemistry, physics, health, and nutrition). Completing this concentration is a first step toward a career in the field of sports medicine, providing students with the necessary academic and clinical experience for future study in allied health fields. Examples include, but are not limited to, athletic training, physical therapy, occupational therapy, physician's assistant, podiatry, dentistry, and medicine.

Student Learning Goals

Students completing this program will understand the basic scientific theories and principles that serve as a foundation for the allied health and medical professions as well as the sociohistorical, behavioral and biophysical aspects of exercise and sport. They will understand the structure and function of the human body and the stresses associated with movement, exercise and the demands of various sports as well as prevention, care and treatment of injuries and illnesses that commonly occur in physical activity.

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
required: ENG 101 or FMS 115 or RCO 101, and one other GRD course	
Department specifies courses for:	
Mathematics (GMT)	3
required: STA 108	
Natural Sciences (GNS)	8
required: BIO 111 and CHE 111	
Social and Behavioral Sciences (GSB)	6
ESS 330 and PSY 121	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Core Requirements

ESS 250, 330*, 351, 375, 376, 386, 388 and 6 activity courses** must be completed with a grade of C (2.0) or higher.

NOTE: No required ESS course may be taken more than twice. Students who receive a grade below C twice in the same required ESS course will be dropped from their concentration. Students who receive a grade below C twice in the same ESS Theory Core course will be dropped from the major.

**ESS 330 satisfies 3 s.h. of GSB.*

***The 6 activity courses must include ESS 120, 130, and at least one of the following aquatics activities: 150, 151, 202, 203, 252, 254, 256.*

IV Related Area Requirements

BIO 111*, BIO 271, and 277; CHE 111*, 112; CST 341; HEA 201; NTR 213; PSY 121*; STA 108*

**BIO 111 and CHE 111 satisfy GNS; PSY 121 satisfies 3 s.h. of GSB; STA 108 satisfies GMT.*

V Additional Concentration Requirements

ESS 220, 353, 379, 390, 391, 441

VI Electives

At least 9 s.h. of electives must be chosen from the following:

BIO 112; CHE 114 and 115, 205 and 206, 351, 352 and 354, 556, 557 and 558; CSC 101; ESS 459, 468, 469, 570, 595; HDF 211; ISM 110 or 210; MAT 191; NTR 313, 531, 550, 560; PHY 211 or 211A, PHY 212 or 212A; PSY 250, 341.

VII Additional Requirements

Additional information may be found in the ESS Handbook.

- A minimum GPA of 2.30 and a grade of at least C (2.0) in each required ESS course at the 100–499 levels is required for permission to enroll in any ESS 500-level course.
- Certification in First Aid and CPR for the Professional Rescuer must be obtained during enrollment in ESS 391.
- To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with an ESS prefix.
- To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.
- Formal admission to the Sports Medicine concentration requires:
  - ❖ Successful completion of BIO 111, 271, and 277; CHE 111 and 112; ESS 220
  - ❖ Completion or current enrollment in ESS 353, 390 and 391
  - ❖ Cumulative GPA of at least 3.0 for admittance to program
  - ❖ Completion of application in ESS Department office prior to enrollment in ESS 441. Student should obtain detailed information early in their program of study to identify themselves as potential ESS Sports Medicine concentration students.
- Students must be formally admitted to the concentration prior to enrolling in ESS 441.

Physical Education Teacher Education Concentration (125–128 semester hours)

The Physical Education Teacher Education concentration leads to licensure for teaching in North Carolina and most other states. The licensure program prepares a student to teach grades K–12. Throughout the program there are opportunities for observation, participation, assisting and "mini-teaching", and coaching experiences with public school students, including those with special needs.

A second academic concentration is required for completion of this concentration. Depending on the concentration selected, additional semester hours may be required for completion of the degree. See "Related Area Requirements" for approved programs See also **Teacher Education Programs**.

Student Learning Goals

Students completing this program will understand physical education content, disciplinary concepts, and tools of inquiry related to how individuals learn and develop movement skills, and they will demonstrate effective verbal, nonverbal, and media communication techniques. They will be able to plan and implement a variety of developmentally appropriate instructional strategies, and use both formal and informal assessment strategies. A focus will be on becoming a reflective practitioner who collaborates with others and seeks opportunities to grow professionally.

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for the following, depending on which second academic concentration is followed:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT) required: STA 108	3
Natural Sciences (GNS) required: BIO 111 and one additional GNS course with a different departmental prefix (depending on which second academic concentration is followed)	8
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB) ESS 330 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Core Requirements

ESS 250, 330*, 351, 375, 376, 386, 388 and 6 activity courses must be completed with a grade of C (2.0) or higher.
The six activity courses must include: ESS 207, 208, 213, 214, 315, 316. NOTE: No required ESS course may be

taken more than twice. Students who receive a grade below C twice in the same required ESS course will be dropped from their concentration. Students who receive a grade below C twice in the same ESS Theory Core course will be dropped from the major.

**ESS 330 satisfies 3 s.h. of GSB.*

IV Related Area and Teacher Licensure Requirements

In addition to the related area requirements listed below, students in this concentration must complete a second academic concentration consisting of 24–27 semester hours of course work in a basic academic discipline selected from the following approved programs: anthropology, biology, English, geography, history, philosophy, religious studies, and sociology. See advisor for specific course requirements and details.

Related Area Requirements for all Physical Education Teacher Education students: BIO 111*, 271, 277; CUI 450, 470; ELC 381; HEA 201; PSY 121*; STA 108*

Teacher Licensure requirements included in these related area requirements are: CUI 450, 470; ELC 381; HEA 201; PSY 121. Satisfactory teaching and technology portfolios are also required.

**BIO 111 satisfies 4 s.h. of GNS; PSY 121 satisfies 3 s.h. of GSB; STA 108 satisfies GMT.*

V Additional Concentration Requirements

ESS 217, 355, 381, 455, 456, 457, 461–462, 464

VI Additional Requirements

Additional information may be found in the ESS Handbook and in the Teacher Education Programs section of this *Bulletin*.

- A minimum GPA of 2.50; a satisfactory teaching portfolio and goals statement are required for admission to Teacher Education.
- Students who have not been admitted to the Teacher Education Program **may not enroll** in ESS 355, 455, 456, 457, 461, 462, 464.
- Certification in ARC Sport Safety Training Community First Aid and CPR must be current for ESS 461–462.
- To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with an ESS prefix.
- To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.
- Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

Community Youth Sport Development Concentration (124 semester hours)

The **Community Youth Sport Development** concentration prepares students to teach and work in community-based youth serving agencies. Students will gain competencies in teaching, program design, implementation and evaluation, funds management/supervision, addressing social inequalities, and cross-cultural awareness.

Student Learning Goals

Students completing this program will understand basic theories and concepts relevant to non-profit organizational and educational settings. Students will demonstrate competencies in teaching, program design, implementation, evaluation, funds development, community collaboration, volunteer and staff management, and supervision. Students will apply foundations in biophysical, behavioral, and sociohistorical studies to an understanding of the role of community-based physical activity programs in addressing social issues and promoting lifelong physical activity within communities of diverse social needs.

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT) required: STA 108	3
Natural Sciences (GNS) required: BIO 111 and one additional GNS course with a different departmental prefix	6–7
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB) ESS 330 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Core Requirements

ESS 250, 330*, 351, 375, 376, 386, and 388 and 6 activity courses must be completed with a grade of C (2.0) or higher. The six activity courses must include: ESS 207, 208, 213, 214, 315. NOTE: No required ESS course may be taken more than twice. Students who receive a grade below C

twice in the same required ESS course will be dropped from their concentration. Students who receive a grade below C twice in the same ESS Theory Core course will be dropped from the major.

**ESS 330 satisfies 3 s.h. of GSB.*

IV Related Area Requirements

BIO 111*, 271, 277; PSY 121*; STA 108*; HEA 201

**BIO 111 satisfies 4 s.h. of GNS; PSY 121 satisfies 3 s.h. of GSB; STA 108 satisfies GMT.*

V Additional Concentration Requirements

ESS 217, 355, 381, 455, 456, 457, 464, 519, 520, 521, 522

VI Electives

Students may select courses to complete the 124–128 semester hours required for degree.

VII Additional Requirements

Additional information may be found in the ESS Handbook.

- A minimum GPA of 2.50 and a successful entry interview are required for admission to CYSD.
- Certification in ARC Community First Aid and CPR must be current for ESS 522.
- ESS 522 (Internship experience) requires a cumulative GPA of at least 2.50 and an application process with specific requirements. See section on "Requirements for Internships."
- To qualify for graduation in this concentration, all majors must achieve a grade of C (2.0) or better in each required course with an ESS prefix.
- To graduate, all majors must obtain at least 36 s.h. in courses at the 300 level or above.
- Appeals of any of these requirements must be filed with the appropriate departmental committee within one academic year.

Requirements for Internships

The Fitness Leadership and Aquatics Leadership Internships (ESS 494 and 595) have specific requirements. Students should begin investigating these requirements at the beginning of the junior year by obtaining written, detailed instructions from the ESS Department, 237 HHP Building.

Aquatics Leadership Internship

At the time of application for placement in ESS 494, students must present evidence of the following:

1. Health and immunization clearances:
   a. A tuberculin Mantoux skin test (or chest X-ray if skin test is positive) valid through the internship
   b. A tetanus toxoid immunization
   c. Evidence of Measles, Mumps, and Rubella immunization as required by the University
   d. Chicken Pox titer or Chicken Pox vaccination
   e. Completion of Hepatitis B immunization series (The inoculation series should begin at least one year before the semester of internship placement.)

   If immunization requirements change on short notice, students will be notified.
2. Students must purchase professional liability insurance to begin the course 494. Students should obtain a written, detailed explanation of this requirement in the ESS departmental office.
3. The student must have a cumulative GPA of at least 2.50 to enroll in ESS 494.
4. An application process must be completed prior to registration in ESS 494.

Fitness Leadership Internship

At the time of application for placement in ESS 595, students must present evidence of the following:

1. Health and immunization clearances:
   a. A tuberculin Mantoux skin test (or chest X-ray if skin test is positive) valid through the internship
   b. A tetanus toxoid immunization
   c. Evidence of Rubella, Mumps, and Measles immunization as required by University
   d. Chicken Pox titer or Chicken Pox vaccination
   e. Completion of Hepatitis B immunization series (The inoculation series should begin at least one year before the semester of internship placement.)

   If immunization requirements change on short notice, students will be notified.
2. Students must purchase professional liability insurance to begin the course 595. Students should obtain a written, detailed explanation of this requirement in the ESS departmental office.
3. The student must have a cumulative GPA of at least 2.50 to enroll in ESS 595.
4. An application process must be completed prior to registration in ESS 595.
5. ESS 469 and 570 must be taken prior to enrollment in or concurrently with ESS 595.

Honors in Exercise and Sport Science

Requirements (12 semester hours)

Twelve semester hours to consist of:

1. Nine (9) s.h. of Honors courses, advanced courses, and/or contract courses including at least six (6) s.h. of upper-division work (300 level or above), and
2. Three (3) s.h. in the form of HSS 490 Senior Honors Project.

Qualifications

- A declared ESS Major
- A grade of at least B in all course work used to satisfy the Honors requirement in ESS
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Exercise and Sport Science" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Diane Gill (336/334-4683), diane_gill@uncg.edu, for further information about Honors in ESS. Contact the Director of the Internatinal Honors College (205 Foust Building, 334-5538) for further information about the International Honors College and its General-Education Honors Program (pp. 208–209).

Minor in Sport Coaching

Required: minimum of 21 semester hours

AOS Code: U410

The Sport Coaching Minor may be chosen by any degree-seeking UNCG student. To assure practicum placements, students must apply to the Department for approval of their Sport Coaching Minor Plan before completing 15 semester hours of the program. Approved plans for courses and qualifications will reflect the eight domains of sport coaching competence recognized by the National Association for Sport and Physical Education in the publication National Standards for Athletic Coaches, 1995.

Minimum requirements for an acceptable program plan include:

1. Injuries—Prevention, Care and Management: ESS 353
2. Risk Management—ESS 477, and a current appropriate student professional or Sport National Governing Body membership
3. Growth, Development, and Learning—ESS 285, or other approved course (e.g., ESS 381 or RPM 314)
4. Training: Conditioning and Nutrition—ESS 220 or HEA 201 or NTR 213
5. Social/Psychological Aspects of Coaching: ESS 330, 388
6. Skills, Tactics and Strategies: ESS elective (ESS 207, 208, 276) or minimum 1 s.h. intermediate level activity course, or certification in the sport of coaching
7. Teaching and Administration: ESS 213 or 214 or 301, and 475 (1 s.h.) or specialized credential (e.g., WSI, USTA, USFHA)
8. Professional Preparation and Development: ESS 477 coaching placement

At the time of placement for ESS 477 Coaching Principles and Practicum, each student must hold current Sport Safety Training or First Aid and CPR (Adult/Child) certification. Students must pass ASEP Coaching Principles with a minimum 80%.

Accelerated Master's Program for ESS Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.S. in Exercise Science & Sport Studies—Sports Medicine/M.S. in Exercise Science & Sport Studies—Athletic Training program requirements.

EXERCISE AND SPORT SCIENCE COURSES (ESS)

Any University student may take up to eight (8) s.h. of elective credit in physical education activity courses to apply toward graduation.

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

101 Beginning Volleyball (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of volleyball with opportunity for team play.

102 Team Handball (1:0:3)

Olympic sport activity which uses basketball playing skills in a soccer format.

103 Softball (1:0:3)

Introduction to basic techniques, knowledge, and strategies of slow pitch softball.

104 Beginning Basketball (1:0:3)

Development of fundamental skills, strategical elements, and knowledge of basketball.

106 Beginning Soccer (1:0:3)

Development of fundamental skill, strategies, and knowledge of soccer.

107 Field Hockey (1:0:3)

Course offers opportunity to develop the necessary skills and knowledge to participate in the team game of field hockey. Topics include skills, field layout, rules, tactics, goalkeeping, and officiating. (FALL)

119 Physical Activity for Individuals with Special Needs (1:0:3)

Pr. permission of a faculty supervisor and medical approval

- *May be repeated for credit.*

Designed to provide one-to-one or small group instruction in physical activity for those students who, because of their disabling conditions, are unable to participate in scheduled physical education activity courses as usually structured.

120 Conditioning (1:0:3)

- *May be repeated for credit once.*
- *Students may not take both ESS 299 and 120.*

Principles of conditioning. Physical fitness assessment and development of a personal fitness program. Emphasis on maintenance or improvement of cardio-respiratory fitness.

122 Bicycling (1:0:3)

Introduction to basic cycling techniques, safety, bicycle maintenance, planning and participating in various trips. Must have own bike.

123 Beginning Snow Skiing (1:0:3)

- *Fee: approximately $200.*

Introduction to basic techniques, safety, and equipment of snow skiing. Fee: approximately $200, includes equipment rental, slope and lift fee, accident insurance, at French-Swiss Ski School, Blowing Rock, North Carolina.

124 Backpacking (1:0:3)

- *Fee: approximately $20 for food and travel.*

Introduction to backpacking including 20 hours of class sessions plus 1 overnight weekend trip to relatively secluded area.

125 Hiking/Camping (1:0:3)

- *Fee: approximately $20 for food, travel, and campground fees.*

Basic hiking/camping skills, compass, and topographical map use. Includes 20 hours of class sessions plus 1 overnight weekend camping trip.

126 Modern Rhythmical Gymnastics (1:0:3)

Manipulation of hand apparatus (balls, hoops, ropes) to musical accompaniment.

127 Beginning Golf (1:0:3)

- *Fee: approximately $30.*

Development of fundamental skills, strategic elements, and knowledge of golf. Opportunity to practice at both on and off campus facilities.

128 Beginning Bowling (1:0:3)
- *Fee: approximately $30 for use of off-campus facility.*

Development of fundamental skills, strategic elements, and knowledge of bowling with opportunity for match play.

130 Weight Training (1:0:3)
- *May be repeated once for credit.*

Weight training with emphasis on principles, techniques, and development of individualized programs.

131 Jogging (1:0:3)
- *May be repeated once for credit.*

Designed for the developing jogger, including information on basic skills and knowledge, graduated jogging programs, and self-testing procedures.

132 Ice Skating (1:0:3)
- *Fee: approximately $40, includes skate rental and rink fee.*

Fundamental skills of ice skating forward and backward with opportunity to learn spins, jumps, and free skating skills.

142 Social Dance (1:0:3)

Development of basic dance fundamentals, emphasizing the fox-trot, swing or jitterbug, cha-cha, waltz, tango, polka, rumba, samba, and current popular dances.

147 Square Dance (1:0:3)

Exploration of steps, patterns, formations, and cultural/historical background of American square dance.

150 Swimming for Non-Swimmers (1:0:3)

Designed for students with a fear of the water who cannot swim.

151 Beginning Swimming (1:0:3)

Development of fundamental swimming and safety skills; designed for students with little or no knowledge of strokes and limited deep water experience.

170 Beginning Fencing (1:0:3)

Development of fundamental skills, tactics, and knowledge of foil fencing with opportunity for competitive bouting.

171 Beginning Badminton (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of badminton with opportunity for match play.

172 Beginning Self-Defense (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of non-weapon defense, including techniques from karate and judo.

173 Beginning Racquetball (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of racquetball with opportunity for match play.

174 Wrestling (1:0:3)

Combative sport offering participant a physically demanding experience and opportunity to develop wrestling skill and fitness.

175 Beginning Tennis (1:0:3)

Development of fundamental skills, strategic elements, and knowledge of tennis with opportunity for match play in singles and doubles.

201 Intermediate Volleyball (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of volleyball. Emphasis on tactical elements of team play.

202 Water Aerobics (1:0:3)

Various methods of water exercise for conditioning are presented with focus on proper alignment and technique, principles of conditioning, and assessment. Emphasis on improvement and maintenance of personal fitness.

203 Fitness Swim (1:0:3)

Emphasis on stroke efficiency and lap swimming for conditioning. Principles of conditioning, assessment and periodization are applied to swimming. Emphasis on improvement and maintenance of personal fitness.

204 Intermediate Basketball (1:0:3)

Extension and refinement of beginning level skills, strategies and knowledge of basketball. Emphasis on tactical elements of team play.

205 Rhythmic Aerobics (1:0:3)
- *May be repeated once for credit.*

Conditioning course in which participants exercise to musical accompaniment for purpose of developing cardiovascular efficiency, strength, and flexibility.

206 Intermediate Soccer (1:0:3)

Extension and refinement of beginning level skills, strategies and knowledge of soccer. Emphasis on tactical elements of team play.

207 Selected Physical Activities I—Core Program (1:0:3)
Pr. ESS majors only.

Survey of selected physical activities with special emphasis on personal performance experience. (FALL)

208 Selected Physical Activities II—Core Program (1:0:3)
Pr. ESS majors only.

Continued experience in selected physical activities, with special emphasis on personal performance. (SPRING)

209 Advanced Rhythmic Aerobics (1:0:3)

Conditioning course designed for students who have foundational knowledge and experience in rhythmic aerobics. Beginning level experience extended through use of complex choreography patterns and advanced training methods. (FALL & SPRING)

210 Rhythmic Aerobics Instructor (2:2:1)
Pr. 209 or permission of instructor

Examination and application of principles from exercise science, music structure and group management for teaching rhythmic aerobics. Assists in preparation for ACSM Exercise Leader, AFAA and ACE Aerobics Instructor certifications. (FALL & SPRING)

213 Sports Performance & Analysis I (1:3)

Skill development and analysis of soccer and basketball skills. Learning and application of physical education content in a developmental model. (SPRING)

214 Sports Performance & Analysis II (1:3)

Skill development and analysis of tennis and volleyball skills. Learning and application of physical education content in a developmental model. (FALL)

217 Introduction to the Teaching of Physical Education (2:3)

Nature of teaching physical education; emphasis on its relationship to total educational experience. First-hand experience working with learners of diverse backgrounds and ability, grades K through 12, in varied settings. (FALL)

220 Physical Fitness for Life (3:3)

Lecture course with selected activity experiences regarding principles and methods for developing and maintaining fitness. Development and implementation of a personal physical fitness program designed for continuing participation throughout life.

223 Intermediate Snow Skiing (1:0:3)
- *Fee: approximately $200, includes equipment rental, fees, and accident insurance for 5 days at French-Swiss Ski School, Blowing Rock, North Carolina.*

Intermediate techniques of skiing including parallel turns, mogul skiing, wedging, and introduction to free-style skiing.

227 Intermediate Golf (1:0:3)
- *Fee: approximately $30.*

Extension and refinement of beginning level skills, strategies and knowledge of golf. Opportunity to practice at both on and off campus facilities.

228 Intermediate Bowling (1:0:3)
- *Fee: approximately $30 for use of off campus facility.*

Extension and refinement of beginning level skills, strategies and knowledge of bowling with opportunity for match play.

230 Psychological Skills for Optimal Performance (3:2:2)

Overview of sport psychology principles applied to sport and exercise activities. Includes experience in psychological skills training.

240 Introduction to World Folk Dance (1:0:3)

Basic experiences in folk dance designed to acquaint the beginning student with the steps, patterns, formations, national characteristics, and cultural settings of dances from all parts of the world.

242 Clogging (1:0:3)

Basic steps of clogging, historical and cultural concepts pertaining to clogging, and use of these steps in precision routines, freestyle clogging, and Appalachian Big Circle Mountain Dancing.

243 Intermediate Folk Dance (1:0:3)

Pr. 240 or permission of instructor

Refinement of beginning folk dance skills and stylistic factors; advanced dance steps, patterns, and formations.

250 Introduction to Exercise and Sport Science (3:3)

Survey of the discipline of exercise and sport science. Analysis of the nature and importance of physical activity, knowledge base of the discipline, and careers in physical activity professions.

252 Low Intermediate Swimming (1:0:3)

Extension of basic swimming and safety skills; must be comfortable in deep water.

254 High Intermediate Swimming (1:0:3)

Refinement of swimming and safety skills; development of swimming endurance.

255 Water Safety Education (1:0:3)

Designed for students who do not wish to become lifeguards but who have responsibility for others in aquatic situations. Topics include personal and group water safety, and prevention and response to water accidents.

256 Advanced Swimming (1:0:3)

Continued refinement of swimming strokes and stroke variation; focus on distance swimming and competitive skills.

257 Synchronized Swimming (1:0:3)

Development of fundamental skills in synchronized swimming, and individual and group routines. Must be comfortable in deep water.

258 Lifeguard Training (3:2:2)

Pr. CPR/First Aid certification; successful performance on swimming entrance tests
- *Lab fee for supplies required.*

Skills, knowledge and techniques for lifeguarding with possibility of certification in CPR for the Professional Rescuer, First Aid and Pool Lifeguarding. (Fall & Spring)

260 Water Polo (1:0:3)

Development of fundamental skills, strategic elements and knowledge of water polo. Must be comfortable in deep water and have a minimum of intermediate swimming skills.

261 Springboard Diving (1:0:3)

Development of fundamental skills, understanding of mechanical principles, and overall knowledge for judging and coaching for 1 meter springboard diving.

262 Safety Training for Swim Coaches (1:0:3)

Development of knowledge about safety issues in competitive swimming, including aquatic facility hazards, training techniques, and medical conditions. Must have background in competitive swimming or coaching.

263 Basic SCUBA (1:0:3)
- *Additional fees for equipment rental and certification; must provide own mask, fins, snorkel and booties.*

Development of fundamental skills, knowledge, and techniques of skin and SCUBA diving. Opportunity provided for open water training and final certification.

264 Advanced SCUBA (2:1:2)

Pr. 263 or equivalent and permission of instructor
- *Additional fees for equipment rental, quarry use and certification; must provide own mask, fins, snorkel, and booties.*

Extension of skills and knowledge beyond level of basic SCUBA diver, including familiarity with operation and maintenance of SCUBA equipment. Opportunities provided for speciality certifications.

268 Canoeing (1:0:3)
- *Additional fees for equipment and field trips.*

Development of fundamental canoeing skills; day and overnight camping/canoeing trips possible. Must have ability to swim in deep water for 15 minutes without aid.

270 Intermediate Fencing (1:0:3)

Refinement of beginning skills, high- and low-line attacks and defenses; advanced footwork; and electrical foil fencing.

271 Intermediate Badminton (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of badminton. Emphasis on tactical elements of match play.

272 Taekwondo (1:0:3)

Acquisition and development of the basic techniques and knowledge of taekwondo. Presented in the culturally correct form.

273 Intermediate Racquetball (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of racquetball. Emphasis on tactical elements of match play.

275 Intermediate Tennis (1:0:3)

Extension and refinement of beginning level skills, strategies, and knowledge of tennis. Emphasis on tactical elements of match play in singles and doubles.

276 Advanced Tennis (1:0:3)

Extension and refinement of intermediate level skills, strategic elements and knowledge of tennis. Emphasis on optimizing performance through mental preparation and structured practice.

277 Advanced Golf (1:0:3)
- *Fee: approximately $20.00.*

Advanced physical and mental skills will be learned, practiced, and implemented. Approximately one-third of the course will include playing at a local golf course.

280 Research and Evaluation in Exercise and Sport Science (3:3)
Pr. sophomore standing; STA 108 or 271
Overview of measurement, evaluation, and research methods in exercise and sport science; emphasis on applications to professional practice.

285 Motor Development (3:3)
Life span analysis of motor skill development as a function of chronological age.

290 Aesthetics of Sport (2:2:1)
Theoretical and laboratory experiences to analyze and synthesize sport theory and aesthetic theory in order to explore the nature of a sport aesthetic.

299 Physical Conditioning for Children (1:0:3)
Pr. ESS majors only.
Principles and components of health-related and performance-related conditioning. Emphasis on the design, implementation, and evaluation of conditioning programs for children.

301 Advanced Sport Technique (1:0:3)
Pr. permission of Activity Instructor Program Coordinator
- *May be taken once for each sport studied.*

Advanced tutorial in individual sports. Meets concurrently with intermediate-level class. May not be taken in lieu of existing advanced course.

315 Children's Educational Games (1:0:3)
Pr. ESS majors; open to elementary education majors with permission of instructor.
Performance and analysis of game skills and offensive/defensive strategies appropriate for children. (FALL)

316 Children's Educational Gymnastics (1:0:3)
Pr. ESS majors; open to elementary education majors with permission of instructor.
Performance and analysis of gymnastic skills appropriate for children. (FALL)

330 Sociocultural Analyses of Sport and Exercise (3:3:1)
GE Core: GSB
AULER/CLER: SB/CSB
Analyses of sports and exercise in sociocultural contexts, including professional, intercollegiate, youth sport, character, aggression, gender, race, class, and media. Field experience in local community agency required.

341 Teaching Elementary School Physical Education I (3:3)
Pr. junior or senior standing, or permission of instructor
Introduction to teaching physical education in grades K–6. Designed especially for the preservice classroom teacher. May include some field experiences.

342 Teaching Motor Skills to Preschool Children (3:2:3)
Pr. junior or senior standing, or permission of instructor
Strategies and techniques to enhance motor skill development of children ages 2–5 in the home, on the playground, and in the classroom. Field work with children emphasized.

350 History of American Sport (3:3)
Examination of the development and significance of sport in American society.

351 History and Philosophy of Sport and Physical Education (3:3)
Study of significant people, events, and institutions affecting the development of sport and exercise in North America. Analysis of major philosophic issues relating to sport and exercise.

352 Philosophy of Sport (3:3)
Overview of philosophical concerns related to study of sport and sport experiences, examined with use of current sport philosophy literature.

353 Injuries and Illnesses in Physical Activity (3:3)
Pr. BIO 271
Instruction in the prevention, recognition, and basic care of common injuries and illnesses that occur in a sport and exercise setting. (FALL & SPRING)

354 Curriculum and Teaching: Children's Physical Education (3:1:6)
Pr. 315, 316, or permission of instructor
- *Admission to Teacher Education is required.*

Planning and organizing for teaching and observation of movement in children's physical education. Special emphasis will be on philosophy, curriculum development, and selection of appropriate content for elementary students. (FALL)

355 Instructional Strategies in Physical Activity Settings (3:3)
Pr. admission to Physical Education Teacher Education or Community Youth Sport Development Concentration, or permission of instructor
Planning and organizing for teaching and observation of movement in physical activity settings with special emphasis on lesson planning, management, assessment, task presentation, and content development. (SPRING)

359 Water Safety Instructor (3:2:2)
Development of knowledge and skill to teach others in the American Red Cross programs of swimming and elementary rescue. Certification as a WSI is possible.

360 SCUBA Rescue (2:1:2)
Pr. 264 (may be taken concurrently) or equivalent with permission of instructor
- *Additional fees for equipment rental, quarry use, and certifications.*
- *Students must provide own mask, fins, snorkel, and booties.*

Develop fundamental skills and knowledge needed to evaluate and take action in SCUBA rescue situations. Certification in CPR, First Aid, and administration of O_2 possible.

365 SCUBA Divemaster (2:1:2)
Pr. permission of instructor
- *Additional fees for equipment rental, quarry use, and certifications.*
- *Students must provide own mask, fins, snorkel, and booties.*

Entry level course to become a diving professional. Development of comprehensive knowledge of diving theory as well as the abilities to organize, conduct, and supervise recreational diving activities.

375 Physiology of Sport and Physical Activity (4:3:3)
Pr. BIO 271 and 277, or permission of the instructor
Provides students with understanding of factors affecting the physiological function of the body related to exercise and physical performance. Laboratory provides experiences in evaluating these physiological factors. (FALL OR SPRING OR SUMMER)

376 Biomechanics of Sport and Physical Activity (3:2:3)
Pr. BIO 271 or permission of instructor; one course in calculus or algebra recommended.
Anatomical and mechanical bases of physical activity with emphasis on the analysis of sport and exercise skills.

379 Exercise Instruction (3:3)
Pr. 120, 130, 203, and 220, or permission of instructor
- *ESS majors only.*

Designing and implementing exercise instruction techniques for individuals and groups. (FALL & SPRING)

381 Physical Education for Individuals with Special Needs (3:3)

Survey of all aspects of developmental, adapted, and corrective physical education for populations of children and adults with disabilities. Field experiences may be required.

385 Motor Learning and Control (3:3)

Pr. PSY 121

Analysis of mechanisms and environmental variables influencing the acquisition and control of skilled motor behavior at all ages. Introductory research techniques and experiences collecting data on human motor performance.

386 Motor Development and Learning (4:3:2)

Life span analysis of motor skill development and learning. (FALL & SPRING)

388 Psychology of Sport and Exercise (3:3)

Pr. PSY 121

An examination of the psychological theories and research related to sport and exercise behavior.

389 Exercise Adherence (3:3)

Pr. ESS 388

An examination of the determinants, theories, and research related to exercise adherence; emphasis on application in health-related physical activity and exercise settings. (FALL)

390 Prevention and Emergency Care of Athletic Injuries (2:2)

Coreq. 391

- *Supplies cost approximately $12.*

Introduction to the field of athletic training emphasizing principles of prevention of athletic injuries and management of life-threatening and catastrophic injuries.

391 Athletic Training Clinical Education I (1:0:5)

Coreq. 390 or permission of instructor

- *Lab fee for supplies required.*

Laboratory sessions and supervised field experience. Introduction to athletic training with focus on development of skills in prevention of athletic injuries and management of catastrophic and life-threatening injuries. (FALL)

410 Process of Skill Acquisition (1:0:3)

Pr. ESS Majors only. ESS 288, 385, and 388; 375 and 376 are approved corequisites.

Focus on integration of theoretical knowledge across core courses with applied experience in skill acquisition.

425 Assistant Instructor of SCUBA (3:1:4)

Pr. permission of instructor

- *Additional fees for equipment rental, quarry use, and certifications.*
- *Students must provide own mask, fins, snorkel, and booties.*

Refine skills and theoretical knowledge to instructor level; develop instructional skills, understand administration and certification procedures.

441 Athletic Training Clinical Education II (3:0:12)

Pr. BIO 271, ESS 390, 391, acceptance in the ESSS Sports Medicine Program, or permission of instructor

- *Lab fee for supplies required.*

Laboratory sessions and supervised field experience to develop clinical skills in selected athletic training tasks as required by the National Athletic Trainers Association. (SPRING)

454 Curriculum and Teaching: Secondary School Physical Education (3:1:6)

Pr. 213, 214, or permission of instructor

- *Admission to Teacher Education is required.*

Planning and organizing for teaching and observation of movement in secondary school physical education. Emphasis on the analysis of the teaching process, curriculum development, and selection of appropriate content. (SPRING)

455 Teaching Practicum I: Physical Fitness for Children and Adolescents (1:0:3)

Pr. admission to Physical Education Teacher Education or Community Youth Sport Development concentration, or permission of instructor

Coreq. 355

Practicum experiences in children's and adolescents' physical activity settings with special emphasis on designing, planning, and integrating health-related physical fitness. (SPRING)

456 Teaching Practicum II: Children's Physical Activity (1:0:3)

Pr. 355 and admission to Physical Education Teacher Education or Community Youth Sport Development concentration, or permission of instructor

Practicum experiences in teaching physical activity to children with special emphasis on lesson planning, management, assessment, task presentation, and content development. (FALL)

457 Teaching Practicum III: Adolescents' Physical Activity (1:0:3)

Pr. 355 and admission to Physical Education Teacher Education or Community Youth Sport Development concentration, or permission of instructor

Practicum experiences in teaching physical activity to adolescents with special emphasis on lesson planning, management, assessment, task presentation, and content development. (FALL)

458 Aquatic Facilities Management (3:3)

Develop fundamental knowledge and skills required to manage an aquatic facility, including risk management, operating procedures, maintenance, and record keeping. Certification as National Swimming Pool Foundation Certified Pool Operator possible.

459 Aquatics Instruction for Individuals with Special Needs (3:2:2)

- *Liability insurance required (available in class).*

Develop knowledge and skills to teach aquatic skills to persons with special needs; activities include practice teaching, discussion of disabling conditions, and inclusion. Certification as a Teacher of Adapted Aquatics possible.

461, 462 Student Teaching and Seminar in Physical Education (6), (6)

Pr. program requirements leading to student teaching. Methods courses (ESS 354 and 454) must be taken at UNCG. Admission by application only.

- *Admission to Teacher Education is required.*
- *ARC FA and CPR must be current.*
- *Grade: Pass/Not Pass (P/NP).*

Block courses in professional semester for teacher education majors. Techniques of teaching physical education under supervision. Full-time teaching in schools. Weekly seminars. (SPRING)

464 Administration of Physical Education and Athletics (3:3)

Pr. senior standing, and admission to Teacher Education or CYSD concentration, or permission of instructor

Administration of physical education and sport programs with special emphasis on long-range planning, organizing programs, public relations, financial management, legal issues, and risk management.

467 Techniques in Exercise and Fitness Testing (2:1:3)

Pr. grade of C or better in ESS 375; grades of C or better in all required ESS courses; GPA of 2.50 or better and admission to the fitness leadership concentration; or permission of instructor

Coreq. 468

Laboratory and field techniques in exercise and fitness testing. (FALL & SPRING)

468 Exercise and Fitness Testing (3:3)

Pr. 375 with a grade of C or higher, GPA of 2.50 and admission to the fitness leadership concentration, or permission of instructor; grades of C (2.0) or better in all required ESS courses

Coreq. 376, 467, or permission of instructor

Emphasizes safe and effective testing of elements of health-related physical fitness as outlined by the American College of Sports Medicine. Includes basics of electrocardiogram interpretation and clinical exercise testing. (FALL & SPRING)

469 Exercise Prescription (3:3)

Pr. 379, 389, 468, GPA of 2.50 and admission to the fitness leadership concentration, or permission of instructor; grades of C (2.0) or better in all required ESS courses

Scientific principles of exercise prescription for healthy individuals of all ages, individuals at risk for disease, and those with known chronic disease. (FALL & SPRING)

471 Internship Preparation in Fitness Leadership (1:1)

Pr. admission to fitness leadership concentration; ESS 375 or permission of instructor

Coreq. ESS 468 or 469 or permission of the instructor

Professional preparation, planning, and placement for supervised internship experience (ESS 595). (FALL OR SPRING)

475 Independent Study (1–3)

Pr. demonstrated competency for independent work and permission of academic adviser, instructor, and undergraduate program coordinator.

Intensive work in area of special interest in physical education. Available to qualified students on recommendation of academic advisor, instructor, and undergraduate program coordinator.

476 Problems Seminar (2:2)

Current problems in field of physical education. Opportunity for student to specialize in a problem of his choice. Emphasis of the problem shall be approved by instructor.

477 Coaching Practicum in a Selected Sport (3:6)

Pr. current First Aid/Sports Safety Certification; upper division students seeking minor in sport coaching, or permission of instructor

Opportunity for prospective coach to assume various responsibilities in coaching a selected sport under the guidance of a qualified coach.

493 Honors Work (3–6)

Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)

- *May be repeated for credit if the topic of study changes.*

494 Internship in Aquatic Leadership (3:1:10 or 6:1:20)

Pr. permission of instructor required, in addition to the following: cumulative GPA of 2.50 or better; completion of all ESS core courses; grades of C (2.0) or better in all required ESS courses

- *An application process must be completed prior to registration.*
- *May be repeated for credit if taken for 3 s.h.; maximum credits may not exceed 6 s.h.*
- *Grade: letter grade.*

A supervised field experience in aquatic leadership in qualified agencies. Requirements include specific assignments, supervision, seminars on campus, and evaluation of student's performance. (New course number effective FA 03; formerly ESS 594)

495 Senior Project (3:3)

Pr. 475; 3.0 GPA; and permission of department

Independent scholarly work in an area of exercise and sport science completed under the supervision of a faculty member, culminating in a scientific report or other appropriate scholarly presentation. (FALL & SPRING & SUMMER)

Courses for Advanced Undergraduates & Graduate Students

A minimum GPA of 2.30 at UNCG is required for an undergraduate to enroll in 500-level courses in the Department of Exercise and Sport Science.

519 Mentoring in Community Youth Development Programs (2:1:2)

- *May be repeated for credit.*

Service learning experience mentoring an elementary or middle school youth in a community youth sport program. On campus seminars required. (FALL & SPRING)

520 Physical Activity Programs for Underserved Youth (3:3)

Overview of community-based programs designed to meet the needs of underserved youth; roles of universities and community agencies in such programs; development of leadership skills. (SPRING)

521 Evaluation of Physical Activity Programs in Youth Development (3:3)

Pr. 520

Examination of traditional and nontraditional strategies for effective youth program evaluation; attention to analysis and interpretation of data used in conducting such evaluations. (SPRING)

522 Internship in Community Youth Sport Development Programs (12:1:36)

Pr. 520, 521; undergraduates must have a 2.50 GPA or permission of instructor to register for this course.

- *Grade: Satisfactory/Unsatisfactory, S/U.*

Supervised field experience in qualified agencies. Course involves specific assignments, seminars on campus, and evaluation of student's performance. (FALL & SPRING & SUMMER)

530 Play, Games, and Sport (3:3)

Examination of major conceptualizations of play, games, and sport; comparisons and contrasts among the concepts.

531 Issues in Competitive Sports for Children and Youth (3:3)

Pr. permission of instructor

In-depth examination of significant issues related to competitive sports in the lives of today's children and youth. Special attention given to studying the roles and responsibilities of the adults involved.

532 Women in Sport and Physical Activity (3:3)

Pr. junior standing or higher in Exercise and Sport Science or Women's Studies, or permission of instructor

Examination of women's experiences in sport and physical activity. Consideration of historical, biological, psychological, and socio-cultural perspectives.

535 Exercise Science/Fitness Internship (3:0:8)

Pr. 568 or instructor's approval. Permission of instructor required.

Field experience in fitness leadership in qualified agencies providing fitness programs. Students must purchase professional liability insurance.

536 Anatomical Basis of Athletic Injury (2:1:3)
Pr. undergraduate anatomy and physiology
Focus on the link between anatomical structure, function, and athletic injury evaluation. The functional consequence of injury and rehabilitation on anatomical structures will also be addressed. (SUMMER)

545 Psychology of Coaching (3:3)
Pr. PSY 121 or permission of instructor
Overview of sport psychology principles applied to the teaching and coaching of sport activities.

550 Sports Clinic (1)
Designed to improve teaching and coaching techniques in various sports utilizing current game strategies.

559 Water Exercise for Therapy and Rehabilitation (3:2:2)
Pr. 375 or 376 (may be taken concurrently)
Design and implementation of therapeutic aquatic exercise programs for persons with injuries or disabilities. Understanding of anatomical structure and movement provide the basis for aquatic protocols. (SPRING)

560 Aquatic Therapeutic Modalities (3:2:2)
- *459 or 550 recommended*

Mobility assessment and identification of contraindications for movement therapies used in therapeutic aquatics; development of techniques and protocols to increase mobility/decrease pain in persons with disability/injury. (FALL)

563 Development of Physical Education in the Western World (3:3)
Historical overview of development of physical education in Western Civilization from classical times to the present age.

565 History of the Olympic Games (3:3)
Development of the Olympic Games movement in both the ancient world and modern era. Consideration of cultural, philosophical, political, economic, and performance perspectives. (SPRING)

567 Measurement and Evaluation in Physical Education (3:3)
Survey of tests and application of measurement in physical education. Elementary testing procedures.

568 Health/Fitness: Assessment and Prescription (3:3)
Pr. 375 and 376, or permission of instructor; CPR must be current throughout the course.
Scientific principles of exercise emphasizing design of safe, appropriate, individualized exercise programs for all ages; foundation for future ACSM certification as a health/fitness instructor. Emphasizes health-related physical fitness.

569 Exercise Instruction (3:3)
Pr. 375 or 575, and 568, or permission of instructor
An instructional development course. Application of principles of content selection, effective presentation, and evaluation to practice in exercise settings for participants at various developmental levels.

570 Development and Implementation of Fitness Programs (3:3)
Pr. 468 and 469, GPA of 2.50 and admission to the fitness leadership concentration, or permission of instructor; grades of C (2.0) or better in all required ESS courses
Preparation in planning, designing, developing, organizing, programming, implementing, directing, and evaluating fitness programs.

571 Physical Education for Individuals with Special Needs (Advanced) (3:3)
Pr. 381 or permission of instructor
Advanced study of physical education for persons with mental and physical disabilities. Clinical experience is provided.

576 Nutrition and Physical Fitness (3:3)
Pr. BIO 277 and NTR 213 or equivalent required. ESS 375 or 575 recommended.
Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (Same as NTR 576)

578 Needs Assessment of Persons with Disabling Conditions (3:3)
Pr. permission of instructor
Determination of gross motor and perceptual/gross motor performance needs of persons with disabilities. Analysis of published and teacher-made instruments. Construction of new tests for physical education for persons with special needs in physical activities.

579 Exercise and Older Adults (3:3)
Pr. junior admission only by permission of instructor
Basic principles underlying exercise/aging. The delivery of exercise information and the conduct of exercise programs for older adults.

595 Exercise Science Internship (3:1:10 or 6:1:20)
Pr. permission of instructor required, in addition to the following: cumulative GPA of 2.50 or better; admission to the fitness leadership concentration; completion of all ESS core courses and additional concentration courses except 570; grades of C (2.0) or better in all required ESS courses.
Coreq. ESS 570 must be taken prior to enrollment in or concurrently with ESS 595.
- *An application process must be completed prior to registration*
- *Course may be repeated for credit if taken for 3 s.h.; total credit hours for course may not exceed 6 s.h..*
- *Grade: Letter grade.*

A supervised field experience in qualified agencies. Application process is required for permission to register. Course involves specific assignments, supervision, seminars on campus, and evaluation of student's performance.

Please refer to The Graduate School Bulletin
for additional graduate-level courses.

Finance

(see Business Administration)

French

(see Romance Languages)

Freshman Seminars Program

The College of Arts & Sciences

100 Foust Building
336/334-3186
www.uncg.edu/aas/fms.htm

Freshman Seminars are small discussion classes that introduce students to various areas of study in the General Education Program. Each seminar focuses on a topic, issue, or problem selected by the instructor; seminar topics change from one semester to the next and are described in a booklet that is distributed to advisors at the beginning of each semester. Additional information on Freshman Seminars may be obtained from the College of Arts and Sciences, 100 Foust Building (336/334-3186).

FRESHMAN SEMINAR COURSES (FMS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

Freshman Seminars are open to freshmen ONLY.

Except for FMS 115 (which is equivalent to ENG 101/RCO 101, English Composition I) and FMS 116 (which is equivalent to ENG 102/RCO 102, English Composition II), all seminars are offered as writing-intensive courses.

Students may not receive credit for more than one seminar under the same course number, even if the contents of the seminars are different.

115 Freshman Seminar in Reasoning and Discourse I (3:3)
GE Core: GRD
- *Equivalent credit to ENG 101/RCO 101; students may not receive credit for both FMS 115 and either ENG 101/RCO 101.*

Instruction and practice in deliberative, informative, and reflective writing based on the study of primary texts. Emphasis on the writing/revising process and on critical reading.

116 Freshman Seminar in Reasoning and Discourse II (3:3)
GE Core: GRD
Pr. ENG 101, FMS 115 (or FMS 103) or RCO 101
- *Equivalent credit to ENG 102/RCO 102; students may not receive credit for FMS 116 and either ENG 102/RCO 102.*

Writing, reasoning, and rhetoric about the works of Western culture.

120 Freshman Seminar in Literature (3:3)
GE Core: GLT

A study of major selected works in literature. (Formerly FMS 110)

121 Freshman Seminar in Literature—Global Perspectives (3:3)
GE Core: GLT *GE Marker: GL*

Global perspectives on major works in literature.

122 Freshman Seminar in Literature—Global Non-Western Perspectives (3:3)
GE Core: GLT *GE Marker: GN*

Global Non-Western perspectives on major works in literature.

130 Freshman Seminar in Fine Arts (3:3)
GE Core: GFA

An introductory study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

131 Freshman Seminar in Fine Arts—Global Perspectives (3:3)
GE Core: GFA *GE Marker: GL*

Global perspectives on the study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

132 Freshman Seminar in Fine Arts—Global Non-Western Perspectives (3:3)
GE Core: GFA *GE Marker: GN*

Global Non-Western perspectives on the study of selected topics in the fine arts (which include painting, sculpture, cinema, dance, music, and theatre).

140 Freshman Seminar in Philosophical, Religious, and Ethical Principles (3:3)
GE Core: GPR

Studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.

141 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Perspectives (3:3)
GE Core: GPR *GE Marker: GL*

Global perspectives on the studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.

142 Freshman Seminar in Philosophical, Religious, and Ethical Principles—Global Non-Western Perspectives (3:3)
GE Core: GPR *GE Marker: GN*

Global Non-Western perspectives on the studies of the philosophical, religious, and/or ethical traditions that have shaped societies in the past and present.

150 Freshman Seminar in Historical Perspectives: Premodern (3:3)
GE Core: GHP *CAR: GPM*

Introduction to the historical study of culture from ancient times through the Reformation.

151 Freshman Seminar in Historical Perspectives: Premodern—Global Perspectives (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*

Global perspectives on the historical study of culture from ancient times through the Reformation.

152 Freshman Seminar in Historical Perspectives: Premodern—Global Non-Western Perspectives (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GPM*

Global Non-Western perspectives on the historical study of culture from ancient times through the Reformation.

160 Freshman Seminar in Historical Perspectives: Modern (3:3)
GE Core: GHP *CAR: GMO*

Introduction to the historical study of culture from the 17th century through modern times.

161 Freshman Seminar in Historical Perspectives: Modern—Global Perspectives (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GMO*

Global perspectives on the historical study of culture from the 17th century through modern times.

162 Freshman Seminar in Historical Perspectives: Modern—Global Non-Western Perspectives (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GMO*

Global Non-Western perspectives on the historical study of culture from the 17th century through modern times.

170 Freshman Seminar in Social and Behavioral Studies (3:3)
GE Core: GSB

Introduction to the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.

171 Freshman Seminar in Social and Behavioral Studies—Global Perspectives (3:3)
GE Core: GSB *GE Marker: GL*

Global perspectives on the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.

172 Freshman Seminar in Social and Behavioral Studies—Global Non-Western Perspectives (3:3)
GE Core: GSB *GE Marker: GN*

Global Non-Western perspectives on the scientific study of individuals, societies, and human institutions with an emphasis on the methods and results of investigations in these areas.

183 Freshman Seminar in Physical Science (3:3)
GE Core: GNS *CAR: GPS*

Introduction to the study of physical science in the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses.

183L Freshman Seminar in Physical Science Laboratory (1:0:3)
GE Core: GNS *CAR: GPS*

Laboratory work to accompany FMS 183.

184 Freshman Seminar in Life Science (3:3)
GE Core: GNS *CAR: GLS*

Introduction to the study of life science in the natural world. Illustrates the nature of scientific inquiry and the formulation of hypotheses.

184L Freshman Seminar in Life Science Laboratory (1:0:3)
GE Core: GNS *CAR: GLS*

Laboratory work to accompany FMS 184.

195 Freshman Seminar in Mathematics (3:3)
GE Core: GMT

Introduction to selected areas of study in the mathematical sciences.

Genetic Counseling

Master of Science Program

The Graduate School

Program office: 119 McIver Street
336/256-0175
www.uncg.edu/gen

Nancy Callanan, Director

Please refer to The Graduate School Bulletin *for graduate-level courses.*

Department of Geography

College of Arts & Sciences

129 Graham Building
336/334-5388
www.uncg.edu/geo

FACULTY

Jeffrey Patton, Professor and Head of Department
Professors Bennett, Debbage, Rees
Associate Professors Lewis, E. Nelson, Stine
Assistant Professors Bunch, Lennartson, Liu, Royall, Sultana
Lecturer/Spatial Analysis Lab Director, J. Nelson
Lecturer/Physical Geography-Geology Lab Director, Hall-Brown

Mission Statement

The Department of Geography is a student-centered department having a three-fold integrated mission encompassing teaching, scholarship, and service. The Department offers a program presenting an integrative perspective on the relations among social, political, economic, and physical phenomena occurring across space. The Department is committed to teaching the concepts and research methods of the discipline in order to prepare geography majors for professional careers and/or advanced study. Non-geography majors are presented the geographic knowledge needed to understand the nature of the human and environmental patterns found in the world around them. Graduate student education is focused on preparing our students for advanced professional careers and/or further graduate study. The Department is committed to excellence in both theoretical and applied research. Undergraduate and graduate students involvement in research is encouraged to develop student understanding, reasoning, and technical skills. Through scholarship, teaching, and service, the Department of Geography is dedicated to bettering our community, nation, and planet.

The Department of Geography offers a program which has three principal objectives: to promote the understanding of the locational dimensions of human behavior in their environmental context; to offer a curriculum where geographic concepts and methods are applied to understanding economic, environmental, and social problems at the urban and regional scale; and to promote international understanding through area studies. Thus, the purposes of the program are to contribute an important dimension to the university student's liberal education and to provide practical training in important contemporary areas of concern as well as the background appropriate for certain vocations.

Graduating majors of the department have found careers in business and industry, in urban and regional planning agencies, in departments of federal and state governments, and in teaching. Job titles include city or regional planner, cartographer, demographer, resource analyst, land or economic developer, location analyst, and teacher. Many graduates find that an undergraduate degree in geography is an excellent foundation for advanced graduate work or professional training in planning, business or law.

Special facilities of the department include fully equipped laboratories in computer cartography, geographic information systems, remote sensing, and physical geography, plus a 130-acre field camp for both instruction and research.

Geography Major (GEOG)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Geography (general), U163
Urban Planning, U165
Earth Science/Environmental Studies, U167
Geography with Teacher Licensure in Social Studies, U169

The Geography Major requires four courses from a selection of fifteen and requires a minimum of 27 semester hours in geography above the 100 level. Students may elect a general geography major or they may complete additional courses for a concentration in Urban Planning or Earth Science/Environmental Studies. Students may also complete a major in Geography with Teacher Licensure in Social Studies (p. 327).

Student Learning Goals

Students completing this major are expected to demonstrate a basic competence in earth science, human geography, and regional geography. In addition, they are expected to be able to successfully investigate geographic problems using the current research techniques and methodologies of the discipline and to clearly and effectively express their findings in both written and oral form.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Required: GEO 103 or GEO 106/106L	6–7
and one additional GNS course with a different departmental prefix (if GEO 103 is selected, the second GNS must be a lab course)	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

A minimum of 27 semester hours in geography above the 100 level. Only grades of C- or higher will count toward completion of the major and concentrations.

Core Courses for Geography Major and Concentrations

1. One geographic techniques course from GEO 121, 321, 322, 323
2. One earth science course: GEO 103* or GEO 106/106L*
3. One human geography course from GEO 105, 114, 202, 301, 302, 303
4. One regional geography course from GEO 102, 104, 313, 344

**GEO 103 or GEO 106/106L satisfies one GNS requirement and GPS.*

Urban Planning Concentration

The inter-regional shift of people and jobs in the United States and elsewhere over the past decades coupled with the movement away from large central cities has increased the need for formal urban and regional planning. Planners are needed in the private sector as well as in state and local governments to provide the appropriate kinds of economic and community development that will ensure a high quality of life in both developed and developing countries. In a growth region like the Southeast, geographers with a planning background are in increasing demand.

In addition to the core courses in geography listed above, students choosing this concentration are required to take:

1. GEO 105, 202, 301
2. Five courses from the following: GEO 302, 303, 320, 321, 322, 344, 502, 522, 533

Earth Science/Environmental Studies Concentration

A central theme of geography is human interaction with the earth's physical environment. This concentration permits students to apply the basic scientific principles of physical geography, cartography, and natural resource analysis to the problem of ensuring a high quality of life through maintenance of the natural processes that support human existence. This concentration also provides training to enhance the employment opportunities of students with a strong interest in environmental assessment and resource evaluation.

In addition to the core courses in geography listed above, students choosing this concentration must take:

1. GEO 311, 311L, 314, 314L
2. Five courses selected from the following: GEO 205, 305, 312, 321, 323, 330, 520, 521

V Related Area Requirements for General Geography Major

No specific additional courses beyond the core are required. Suggested courses in other departments and schools are recommended by the department, depending on the interest of the student.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Geography as a Second Major

Required: minimum of 27 semester hours

A student may obtain a second major in geography along with any other major. The student should take 27 semester hours, including four core courses listed above for the Geography Major. Students considering this option should consult a faculty member in the department.

Geography as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

1. Required core courses:
   a. One from GEO 121, 321, 322, or 323 (3 s.h.)
   b. One from GEO 103 or 106/106L (3 s.h.)
   c. One from GEO 105, 114, 202, 301, 302, or 303 (3 s.h.)
   d. One from GEO 102, 104, 313, or 344 (3 s.h.)
2. Any two additional GEO courses at the 300 level or higher (6 s.h.)

Geography Minor

Required: minimum of 18 semester hours

Any six courses (18 semester hours) constitute a minor, but the following suggested course sequences will be of interest to certain students pursuing specific majors and with certain career objectives such as planning, environmental conservation, or business:

1. General Geography Minor—1 physical, 1 human, 1 regional, 1 techniques course, and any other two geography courses
2. Minor emphasizing Urban Planning—any six courses from: 105, 202, 301, 302, 303, 344, 502, 522, 533
3. Minor emphasizing Environmental Studies—any six courses from: 103 or 106/106L, 105, 121, 205, 303, 305, 311, 312, 314, 321, 323, 330, 521
4. Minor emphasizing Geographic Information Science and Techniques—for the student desiring to acquire geographic research, writing, and cartographic techniques, any six courses from: 105, 121, 321, 322, 323, 520, 521, 522, 533
5. Geography Minor for majors in the School of Business and Economics—for the major who wishes to acquire knowledge of industrial location, international trade, demographic change and environmental impact—any six courses from: 102, 103 or 106/106L, 104, 105, 121, 202, 301, 302, 303, 344, 522, 533

Geography Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs**. Licensure in social studies is available for geography majors. Additional semester hours may be required for completion of the degree.

Majors planning to teach geography/social studies in the secondary schools should plan their programs to include one of the following: GEO 102, 104, or 344 and one of the following courses: GEO 105, 114, or 202.

GEOGRAPHY COURSES (GEO)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

102 The Historical Geography of the Western World (3:3)
AULER/CLER: HP/CMO

A study of the geographical factors which combine to form the major cultural regions of North America, Europe, and Australia-New Zealand.

103 Introduction to Earth Science (3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
- *Students cannot receive credit for both GEO 103 and GEO 106/106L.*

Survey of basic concepts and processes integrating the nature of the earth's three primary physical systems: the solid earth and continents; the ocean basins and the oceans; and the atmosphere's weather.

104 The Geography of the Non-Western World (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

A study of the geographical factors which combine to form the major culture regions of Africa, Asia, and countries of the former Soviet Union.

105 Cultural Geography (3:3)
GE Core: GSB *GE Marker: GN*
AULER/CLER: SB/CSB

Introductory project-oriented course concerned with the geographical characteristics of population, political systems, settlement patterns and livelihoods.

106 Geosystems Science (3:3)
GE Core: GNS CAR: GPS
Coreq: GEO 106L
- *Students cannot receive credit for both GEO 103 and GEO 106/106L.*

The earth's atmosphere, hydrological, and tectonic systems. Includes applications to natural resources management and environmental planning. (FALL & SPRING)

106L Geosystems Science Laboratory (1:0:2)
GE Core: GNS CAR: GPS
Coreq: GEO 106
- *Students cannot receive credit for both GEO 103 and GEO 106/106L.*

Laboratory exercises to accompany GEO 106, which must be taken concurrently. Topics include atmospheric data analysis, topographic map interpretation, and hydrological measurements. (FALL & SPRING)

110 Introduction to Geography (3:3)
Changing interaction of man and his environment and the resultant human and economic patterns in various parts of the world.

111 Physical Geology (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coreq. concurrent registration in GEO 111L

Survey of tectonic and erosional processes, mountain building, rivers, glaciers, deserts, and coastal landform development.

111L Physical Geology Laboratory (1:0:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coreq. concurrent registration in GEO 111

Laboratory demonstrations and map interpretation exercises to accompany GEO 111, which must be taken concurrently.

114 The Geography of World Affairs (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Contemporary problems and issues of and between nations of the world as they have evolved in their geographical settings.

121 Introduction to Geographic Information Science (3:3)
GE Core: GNS CAR: GPS

Introduction to the fundamental concepts of geographical information science (geographic data acquisition, representation, analysis, and interpretation). Technologies reviewed include topographic mapping, global positioning systems, aerial photography, and satellite remote sensing. (FALL & SPRING)

202 World Production and Marketing Systems (3:3)
GE Core: GSB GE Marker: GL
AULER/CLER: SB/CSB

Characteristics and location of the world's resources, theory of industrial location, world patterns of industry.

205 Environmental Change: Its Nature and Impact (3:3)
Environmental changes related to human use of land, water, soils, minerals, and natural amenities. Planning for sustained use or preservation of land-based natural resources.

301 Urban Geography: Global Patterns (3:3)
GE Core: GSB GE Marker: GL
AULER/CLER: SB/CSB

Urbanization processes and the development of mega-cities and urban hierarchies emphasizing the differences between cities from across the world.

302 Urban Geography: Land Use (3:3)
Internal structure of cities, including the role of transportation systems, socio-economic development, and the physical environment. Emphasis on differences within cities.

303 World Population Problems (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Major world population problems, trends, and significant policy and action alternatives for the future. Impact of various geographical factors on problems and trends.

305 Environmental Hazards Assessment (3:3)
Pr. 103 or equivalent

Nature and geographical distribution of short-lived environmental hazards including earthquakes, hurricanes, floods, volcanic eruptions, and landslides. Factors contributing to increased hazard potential. Alternative human responses to short-lived hazards.

311 Weather and Climate (3:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Pr. 103 or equivalent
Coreq. concurrent registration in 311L

Introduction to the nature, origin, processes, and dynamics of the atmosphere. Consideration also of human modification of the atmosphere and of climatic change.

311L Climatology Laboratory (1:0:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coreq. concurrent registration in 311

Laboratory work to accompany 311.

312 Geomorphology of North America (3:3)
A survey of the various landscape regions of the North America. Emphasis on the relationships between the geologic, erosional, and climatic processes occurring in each region.

313 Natural Resource Regions of North America (3:1:6)
Pr. 103 or 314 and permission of instructor

Regional natural resource use and associated human interaction with the natural environment. Instruction takes place during an extended field trip across portions of North America.

314 Physical Geography: Landscape Processes (3:3)
GE Core: GN CAR: GPS
AULER/CLER: NS/CPS
Pr. 103 or equivalent
Coreq. concurrent registration in 314L

Examination of the processes responsible for the development of the earth's varied terrain characteristics. Analysis of environmental problems involving human impact on landscape and river systems.

314L Physical Geography Laboratory (1:0:3)
GE Core: GNS CAR: GPS
AULER/CLER: NS/CPS
Coreq. concurrent registration in 314

Laboratory demonstrations and map interpretation exercises to accompany GEO 314, which must be taken concurrently.

320 Tourism Planning and Development (3:3)
Geographic distribution of tourist development. Emphasis on the spatial dimension of origin-destination flows, economic geography of the travel industry, socio-economic and environmental impacts. Emphasis on tourism planning issues. (Same as HTM 320 and RPM 320)

321 Cartography and Geographic Information Science (3:2:3)
Pr. 121
The science of cartography with an emphasis on the use of maps as descriptive and analytical tools. Laboratory work introduces computer mapping, compilation, design, and symbolization.

322 Research Methods in Geography (3:3)
Use of the scientific method, data collection, spatial analysis, and technical writing. Development of fundamental research and quantitative skills in geography.

323 Remote Sensing (3:2:3)
Pr. 121
Acquisition, analysis, and interpretation of digital and photographic imagery. Emphasis on use of satellite and aircraft imagery for classification and monitoring of the earth's physical and cultural landscape.

330 Elements of Hydrology (3:3)
Pr. 103 or 311 or 314, or permission of instructor
Introduction to the origin, properties, occurrence, circulation of the waters of the earth, including the application of hydrologic techniques for the evaluation of regional water budgets and problems relating to the conservation of water resources.

338 Regions of Latin America (3:3)
Geographic distinctiveness of Latin American regions, with an emphasis upon the physical foundation, bases of past development, and recent transformation. Major consideration given to Mexico/Central America, Peru/Bolivia, and Brazil.

344 Geography of the United States and Canada (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Study of the human and physical characteristics of the United States and Canada, with emphasis on the former.

490 Special Problems in Geography (3)
Pr. permission of faculty member with whom student wishes to work and at least 3 s.h. of previous work in geography
Opportunity for advanced students to undertake independent study of field research of special interest.

491 Current Topics in Population (3:3)
• *May be repeated for credit when topic varies.*
Multidisciplinary seminar dealing with major topics concerned with national and international issues. (OCC)

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
• *May be repeated for credit if the topic of study changes.*

495 Internship in Geography (3:0:9)
Pr. written permission required before registering for the internship
Practical experience in a professional setting related to the student's main topic of interest. Includes a research paper linking the topic to the experience. (FALL & SPRING & SUMMER)

Courses for Advanced Undergraduates & Graduate Students

Freshmen and sophomores cannot register for 500-level courses without written permission from the instructor.

502 Urban Planning (3:3)
Experiences in planning and primary concepts and procedures utilized by planners in city and local government agencies for improving the quality of the urban environment.

520 Advanced Remote Sensing—Imaging (3:3)
Pr. 323 or permission of instructor
Remote sensing of the environment using scientific visualization and digital image processing techniques. (FALL)

521 Advanced Cartography (3:3)
Pr. 321 or permission of instructor
Advanced instruction in cartographic production techniques and introduction to cartographic research. Students will learn to evaluate academic literature and to implement research ideas using state-of-the-art technology.

522 Seminar in Population and Urban Studies (3:3)
Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources.

533 Industrial Development: State and Local (3:3)
Theories of industrial location; techniques to measure impact of industry on communities; policy and institutional issues related to state and local industrial development.

560 Seminar in Regional Geography (3:3)
Smaller regions within Latin America, the United States, and Europe as case studies of regionalism and the regional method in geography. (OCC)

570 Applied Physical Geography (3:1:6)
Applications in physical geography. Topics include field experience in hydrology, dendrochronology, geomorphology, climatology, and mapping.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of German and Russian, including Japanese Studies

College of Arts & Sciences

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FACULTY
Andreas Lixl, Professor and Head of Department
Associate Professor Adams
Assistant Professors Ahern, Baumgartner
Lecturers Campitelli, Levesque, Takagi
Adjunct Instructors Haeseler, Pynes

The aim of the Department of German and Russian, including Japanese Studies, is to impart a deeper understanding for important foreign languages and cultures in the context of a liberal and humanistic education.

Our courses are intended to advance language proficiency skills and to contribute to the student's intellectual development and aesthetic experience. Language instruction courses provide students with speaking skills and knowledge that will enable them to inform themselves independently about the life and literature of German, Russian, and Japanese speaking cultures. More advanced courses emphasize language, literature, and culture studies, which are the primary goals of the major in German.

The language laboratory provides students with Web facilities for aural and oral exercises. Cultural material such as films, records, and tapes is coordinated with classroom work. Students may also elect to live in UNCG's International House.

The UNCG film program provides German, Russian, and Japanese films each semester. German and Russian Studies Roundtables provide open academic forums for interdisciplinary discussions among both faculty and students.

The Department maintains an active membership in the German Studies Consortium, which utilizes the NC Information Superhighway to share teaching and learning resources to enhance German Studies across The University of North Carolina system. This consortium offers a broad array of German Studies courses in the language, literature, and culture of the German-speaking countries taught by specialists in the field. The primary focus is on the sharing of upper-level courses for German majors and minors enrolled in the program. Participant universities include Appalachian State University, East Carolina University, North Carolina State University, The University of North Carolina at Asheville, The University of North Carolina at Greensboro, The University of North Carolina at Wilmington, and Western Carolina University.

From time to time a UNCG Summer Study Abroad travel program in German-speaking countries is offered. Information on other summer programs abroad is available.

Students who wish to spend their junior year studying any subject at the Universities of Bamberg, Mannheim, Osnabrück, The Higher School of Commerce at Worms (UNCG partner institutions), or with other programs, must have completed intermediate German. Similar exchanges are available with Slavic and Japanese universities.

In addition to pursuing a **Bachelor of Arts degree in German**, and a **Secondary Subject Area Teacher Licensure in German**, students can major or minor in **Russian Studies**, and minor in **Asian Studies**. See **International Studies**, p. 225. A major in German can also be pursued in tandem with an **International Business Studies major**, p. 223.

An Accelerated Masters Program for undergraduates provides the opportunity to complete a **B.A. in German and an M.B.A. in Business Administration**. Students are strongly advised to familiarize themselves with this program on p. 342 in this *Bulletin*.

German Major (GERM)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

German, U171

German with Special Subject Area Teacher Licensure (K–12), U173

The German Major, depending on the student's interest and other abilities, may lead into various careers such as teaching, government service and international trade. The specialized study of German aims to improve language skills and to convey an understanding of German culture, through the study of literature, film, and works of German thought.

Students seeking teacher licensure should see Teacher **Education Programs**.

Student Learning Goals

Upon completion of the program, German majors will be expected to:

- Speak, read, write, and comprehend the German language proficiently
- Interpret the history of German civilization in terms of major periods and movements and be able to explain critical methods for interpreting these periods and movements
- Explain the interrelationships of literature and culture to social history and intellectual life in German-speaking countries
- Identify major genres of Germanic literatures and various critical approaches to interpreting literary texts
- Research, organize, and present in both German and English effective oral presentations on German Studies topics
- Research, organize, and develop in both German and English coherent critical writings on German Studies topics
- Use computers effectively as research and writing tools, as well as conduits to library and Internet resources for information about German and central European cultures

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies the following:	
One additional GLT course (*student may select*)	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture 3
either a GHP/GPM or GMO course

Natural Sciences 3–4
one additional GNS/GLS or GPS course

Social and Behavioral Sciences (GSB) 3
one additional GSB course

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204

Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

All majors must maintain a GPA of at least 2.0 in German courses for a degree in German.

Minimum of 27 semester hours in German above the 204 level, including at least:

1. Four courses involving literature or culture from the following: GER 215*, 216*, 217*, 218*, 221*, 305*, 306*, 403, 404, 405, 406, 491, 492 or 493 (if taken for 3 s.h.)
2. Five additional courses above the 204 level
3. Majors may also take BCN 527 (German Auteurs) plus 1 s.h. of tutorials (491, 492).

**These courses count as major credit only if a student also enrolls in GER 291 and/or 1 s.h. of tutorials (491, 492) where an appropriate amount of speaking or reading or writing is done in German.*

V Suggested Related Area Courses

Suggested but not required: ART 305; ATY 385, 387, 587; ENG 201, 202, 339, 340; HIS 375, 376, 392; RUS 201, 202, 313, 314, 315, 316; PHI 252, 330

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

German Major with Special Subject Area Teacher Licensure (K–12)

Students seeking teacher licensure must include GER 301 and all other courses required for German majors. Additional semester hours are required for completion of the degree. Please see teacher licensure requirements in **Teacher Education Programs**.

German as a Second Major

Required: minimum of 27 semester hours above the 204 level

The requirements for a second major in German are the same as for the German major described above.

German as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

1. Required core courses: 6 s.h. involving literature or culture from 305, 306, 405, 406
2. Electives: 12 s.h. [four (4) additional language, literature, or culture courses] above GER 204 level

German Minor

Required: minimum of 15 semester hours

15 semester hours above GER 102, to include GER 203 and 204 plus 9 additional hours, at least 6 of which must be at the 300 level or higher. NOTE: Courses in German literature or culture in English translation (215, 216, 217, 218, 221) can only be used for minor credit if an appropriate amount of reading is done in German.

Honors in German

Requirements

Six semester hours to consist of:

- 3 s.h. of HSS 490 Senior Honors Project
- 3 s.h. of GER 493 (in preparation for Senior Honors Project) Must be completed in residence.

Six semester hours to consist of:

- 3–6 s.h. of GER 493 (unrelated to Senior Honors Project) **or** 3–6 s.h. of contract courses in German above the 200 level

Qualifications

- A grade of at least B in all course work used to satisfy the Honors requirement in German
- A declared major in German
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in German" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Dr. Jeffrey Adams for further information and advising about Honors in German.

Accelerated Master's Program for German Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A. in German/M.B.A. program requirements.

Russian Minor

Required: minimum of 15 semester hours

AOS Code: U160

15 semester hours above the 100 level of which the following six are required: RUS 203, 204

Note: RUS 203 and 204 count toward the **Russian Studies program** (see International Studies, p. 225).

GERMAN COURSES (GER)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses Read in English

German literature courses read in English translation are as follows:

215, 216 German Civilization. Readings in English (3:3), (3:3)
GE Marker: GL

217, 218 Masterworks of German Literature Read in English (3:3), (3:3)
GE Marker: GL

221 Germanic Mythology. Readings in English (3:3)
GE Marker: GL

A full description of the above courses will be found in numerical order in the German courses listed below.

Courses for Undergraduates

101, 102 Elementary German (3:3), (3:3)
GE Marker: GL

Essentials of speaking, listening, reading, writing, vocabulary, and grammar. Supplementary work in the Multimedia Language Laboratory.

101L Elementary German Laboratory (1:1)
Coreq. concurrent registration in 101

Optional supplementary multimedia lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

101B, 102B Elementary Business German (3:3), (3:3)
GE Marker: GL

Essentials of grammar, graded reading, vocabulary building. Business language emphasis in laboratory work required.

102L Elementary German Laboratory (1:1)
Coreq. concurrent registration in 102 or permission of instructor

Optional supplementary multimedia lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

203 Intermediate German (3:3)
GE Marker: GL CAR: GFL
CLER: CFL
- *Proficiency level: GER 102 or equivalent*

Continuation and further study of basic German structures with emphasis on spoken and written language skills.

204 Intermediate German Topics (3:3)
GE Marker: GL CAR: GFL
CLER: CFL
- *Proficiency level: GER 203 or equivalent*

Reading, composition and discussion, at an intermediate level, based on German texts on various topics.

215, 216 German Civilization. Readings in English (3:3), (3:3)
GE Marker: GL
AULER/CLER: 215: HP/CPM; 216: HP/CMO

Cultural, political, and social development of Germany from its origin to the present. 215—Middle Ages (Romanesque, Gothic) through the fifteenth century. 216—from the Reformation to the present. Attention given to the German elements in America. Use of films, slides, and records. Taught in English. Majors required to do additional reading in German.

217, 218 Masterworks of German Literature Read in English (3:3), (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL

Reading and discussion in English translation of some of the best works of German literature. 217—the Middle Ages, Baroque and Classical Periods, Romanticism, Realism. 218—Selected major works of 20th-century prose fiction. Authors include Kafka, Hesse, T. Mann, Handke, M. Walser, and Süskind.

221 Germanic Mythology. Readings in English (3:3)
GE Marker: GL
AULER/CLER: WL/CWL

Course taught in translation. Myths of Northern Europe, their main personages and events as preserved in the heroic sagas and epics, the traces of these myths in later literature, in folklore and art, the history of their revival in the nineteenth century (Brothers Grimm, Richard Wagner), the variety of interpretations given to them.

291 German Conversation Topics (1:0:1)
GE Marker: GL
- *Proficiency level: GER 204 or equivalent*
- *May be repeated for credit as topics vary for a maximum of three credit hours.*
- *Grade: Pass/Not Pass (P/NP)*

Speaking intensive training during formal and informal conversations in German Kaffeestunde settings. Interdisciplinary topics focus on current affairs in the German-speaking countries.

301 German Conversation and Composition: Topics (3:3)
GE Marker: GL

For students desiring some proficiency in spoken and written German. Conversation and composition based on various announced topics. Attendance at Kaffeestunde required unless excused by instructor. Course always taught as writing intensive.

302 German Language and Society: Topics (3:3)

For students desiring proficiency in written German, especially geared toward students who plan to study abroad or who plan to enter graduate school. Compositions based on various announced topics. Course always taught as writing intensive.

305 German Literature: Advanced Intermediate Topics (3:3)
GE Marker: GL
- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent*

Course aims at improving students' language proficiency and familiarity with German literature. Taught in English or German.

306 German Culture: Advanced Intermediate Topics (3:3)
GE Marker: GL
- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent*

Course aims at improving students' language proficiency and familiarity with German civilization. Taught in German or English.

306F German Culture: Advanced Intermediate—Topics in German Film (3:2:3)
GE Marker: GL
- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent*

Course aims at improving students' language proficiency and familiarity with German films and filmmakers. Taught in German or English.

307 Advanced German Grammar (3:3)
- *Proficiency level: GER 204 or equivalent*

Intensive study of grammar (including features not covered in lower levels of instruction) and of contrasting structures of German and English. Introduction to reference tools.

311 Business German (3:3)
GE Marker: GL CAR: GFL
CLER: CFL
- *Proficiency level: GER 203 or equivalent*

Introduction to the special vocabulary and syntax as used in business contacts, correspondence and articles. Practice in reading and writing for business purposes and travel.

403 German Literary Studies: An Introduction (3:3)
- *Proficiency level: GER 301 or equivalent*

Readings from various genres by representative authors from the Age of Goethe to Symbolism, Expressionism, and contemporary literature. Introduction to methodologies of literary analysis.

404 German Civilization: Research and/or Internet Projects (3:3)
GE Marker: GL
- *Proficiency level: GER 204 or equivalent*

Research and Internet projects focusing on cultural, social, historical, and interdisciplinary studies. Projects can be conducted in German and/or English. **Course always taught as writing intensive.**

405 Advanced Topics in German Literature (3:3)
- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 301 or equivalent*

Topics will be of a literary nature. Reading and discussion of texts with attention to interpretation and analysis.

406 Advanced Topics in German Culture (3:3)
- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 204 or equivalent*

Focus on culture and civilization. Studying texts and multimedia materials with attention to interpretation and analysis.

407 Advanced Topics in German Language (3:3)
- *May be repeated for credit when topic varies.*
- *Proficiency level: GER 301 or equivalent*

Linguistic or pedagogical topics include: history of the language; Indo-European to modern German. Reading Old High and Middle High texts. Taught in German or English.

491, 492 Tutorial (1–3), (1–3)
Pr. permission of instructor
- *May be repeated for credit when topic varies.*

Directed program of reading, research, and individual instruction in Germanic literatures and languages.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

RUSSIAN COURSES (RUS)

Courses in English Translation

Russian Literature and Culture in English translation courses are as follows:

201, 202 Russian Literature in Translation (3:3), (3:3)
313 Major Authors in Russian Translation (3:3)
314 Major Movements in Russian Literature and Culture (3:3)
315 Twentieth-Century Russian Literature in Translation (3:3)
316 Modern Polish Literature in Translation (3:3)
511 The Russian Novel in Translation (3:3)

A full description of these courses will be found in numerical order in the Russian courses listed below.

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

101 Elementary Russian I (3:3)
GE Marker: GN

Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

101L Elementary Russian Lab (1:0:1)
- *Grade: Pass/Not Pass (P/NP)*

Optional supplementary multimedia lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

102 Elementary Russian II (3:3)
GE Marker: GN

Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

102L Elementary Russian Lab (1:0:1)
- *Grade: Pass/Not Pass (P/NP)*

Optional supplementary multimedia lab course at the elementary level for students interested in improving their command of the language. Course meets one hour a week for the whole semester.

201, 202 Russian Literature in Translation (3:3), (3:3)
GE Core: GLT (for RUS 201) GE Marker: GN
AULER/CLER: WL/CWL

Survey of Russian prose beginning with early Russian Literature and focusing on nineteenth-century Russian prose up to 1917. Works from the following writers are read: Pushkin, Gogol, Lermontov, Goncharov, Turgenev, Leskov, Garshin, Kuprin, Chekhov, Bunin, Belyj, Sologub. No knowledge of Russian required.

203, 204 Intermediate Russian (3:3), (3:3)
GE Marker: GN CAR: GFL
CLER: CFL

Review of grammar, practice in conversation, selected readings from nineteenth- and twentieth-century literature.

291 Experimental Course: Russian Conversation (1–3)

Increase Russian oral proficiency through informal group study, vocabulary building, conversation, and formal presentations during weekly meetings. (Offered spring '05)

301 Conversation, Composition, and Grammar Topics (3:3)
- *Proficiency level: RUS 204 or equivalent*

Reading and discussion of unedited Russian texts. Formal and informal writing. Study of grammar and idiom.

306 Slavic Life and Letters: Topics (3:3)
GE Marker: GN
- *Proficiency level: RUS 204 or equivalent*

Introduction to Slavic civilization. Emphasis on selected periods, themes or genres such as films, memoirs, folklore, mythology, women's lives, etc. Taught in English or Russian.

313 Major Authors in Russian Literature (3:3)
GE Core: GLT GE Marker: GN
AULER/CLER: WL/CWL
- *Proficiency level: RUS 204 or equivalent*
- *May be repeated for credit when topic varies.*

Selected Russian authors read and discussed with attention to literary interpretation and analysis. Selection of authors and periods vary. Taught in English or Russian.

314 Major Movements in Russian Literature and Culture (3:3)
GE Core: GLT GE Marker: GN
- *Proficiency level: RUS 204 or equivalent*
- *May be repeated for credit when topic varies.*

Topics vary, each taking a broad perspective on an important movement, social trend, literary development, or cultural period. Taught in English or Russian.

315 Twentieth-Century Russian Literature in Translation (3:3)
AULER/CLER: WL/CWL

Intensive study of the artistic writing in Russia from 1917 to the present. Readings cover poetry and prose of Sholokhov, Ilf and Petrov, Pasternak, Evtushenko, Solzhenitsyn, and others.

316 Modern Polish Literature in Translation (3:3)
AULER/CLER: WL/CWL

Intensive study of the artistic writing in Poland from 1918 to present. Readings cover poetry and prose of Zeromski, Wittlin, Gombrowicz, Witkiewicz, Schulz, Iwaszkiewicz, Rozewicz, Tuwim, Andrzejewski, Milosz, and Herbert.

491, 492 Tutorial (1–3), (1–3)
- *May be repeated for credit when topic varies.*

Directed program of reading, research, and individual instruction in Russian and Polish language and literature.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

511 The Russian Novel in Translation (3:3)

Survey of the Russian novel from the nineteenth (Pushkin, Gogol, Turgenev, Goncharov, Dostoevsky, Tolstoy), to the twentieth century (Belyj, Sologub, Pasternak, and Solzhenitsyn). Analysis of artistic structure and ideas within the context of Russian literary history, philosophy, and religious thought.

Please refer to this Bulletin, *pp. 213–214, for more information on the Russian Studies major or minor.*

JAPANESE COURSES (JNS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

101, 102 Elementary Japanese (3:3), (3:3)
GE Marker: GN

Introduction to communicative Japanese and its writing systems: Hiragana, Katakana, Kanji. Students study fundamental words, phrases and expressions, and are introduced to basic grammar.

203, 204 Intermediate Japanese (3:3), (3:3)
GE Marker: GN CAR: GFL
CLER: CFL
- *Proficiency level: JNS 101, 102*

Focus on four language skills (listening, reading, speaking, writing), and vocabulary building. Acquisition of Kanji characters. Verb conjugations and tenses. Simple texts from Japanese literature.

220 Modern Japan (3:3)
GE Marker: GN
- *Taught in English.*

Introduction to Japanese culture and society. Emphasis on selected periods, themes or topics such as modern media, folklore, mythology, memoirs, women's lives, cultural movements.

230 Experimental Course: Japanese Culture Topics—Women in Japanese Literature and Film (3:3)
- *May be repeated for credit when topic varies.*

Course aims to improve student familiarity with Japanese civilization, literature, culture, and society, including gender, film, and minority perspectives. Taught in English or Japanese.

301 Experimental Course: Advanced Grammar and Conversation (3:3)
Pr. 204

Continuation of communicative Japanese and its writing systems. Course aims to improve oral and written communication skills as well as understanding of modern Japanese culture.

305 Experimental Course: Japanese Myth and Legend (3:3)
- *Taught in English*

Introduction to Japanese myths and legends. The course examines historical, cultural, and literal aspects of myths and legends as well as modern adaptation of the tales in folk literature and popular culture.

Please refer to this Bulletin, *pp. 213–214, for more information on the Asian Studies minor.*

Gerontology

Post-Baccalaureate Certificate Program

The Graduate School

Program Location: 119 McIver Street
336/256-1020
www.uncg.edu/gro

INTERDISCIPLINARY FACULTY AND ADVISORS
Beth E. Barba, School of Nursing
Anne R. Daniel, Department of Public Health Education
Jennifer Etnier, Department of Exercise and Sport Science
Michele Haber, Department of Public Health Education
Virginia A. Hinton, Department of Communication Sciences and Disorders
Laurie M. Kennedy-Malone, School of Nursing
Sandra Leak, Department of Public Health Education
John Lepri, Department of Biology
Jane E. Myers, Department of Counseling and Educational Development
Sudha Shreeniwas, Department of Human Development and Family Studies
Syble Solomon, The Graduate School
Martha Taylor, Department of Nutrition
Janice I Wassel, Department of Sociology and Gerontology Program Director

A Post-Baccalaureate Certificate in gerontology is offered through The Graduate School. Fifteen credit hours are required. Undergraduate students at UNCG who plan to undertake graduate study at UNCG, and who need no more than 12 hours of work to fulfill all requirements for the bachelor's degree, may enroll in The Graduate School. See "Dual Registration" in *The Graduate School Bulletin*.

GERONTOLOGY COURSE (GRO)

Course for Advanced Undergraduates & Graduate Students

501 Seminar: Critical Issues of the Aged (3:3)
Intensive review and analysis of the literature and research on issues and unresolved problems of aging.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Greek

(see Classical Studies)

Grogan College

Office: 113 Grogan Hall
336/334-5898

John Sopper, Director, Department of Religious Studies
Amanda Mereau, Coordinator of Residential Learning
FACULTY FELLOWS
Wayne Bennett, School of Music
Dorothy Davis, Department of Anthropology
John Gamble, Department of Dance
Margaret Hancock, School of Nursing
Carl Lashley, School of Education
Patrick Lucas, Department of Interior Architecture
Olav Rueppell, Department of Biology
Deborah Stanford, School of Nursing
Frank Woods, African American Studies Program

Ione Grogan College is one of three residential colleges at The University of North Carolina at Greensboro. Grogan College and Grogan Residence Hall are named after Ione Grogan, an alumna of UNCG who returned to the University to teach mathematics and serve as a dormitory counselor. Grogan College, which was established in 1997, is limited to freshmen; it serves 300 students each year.

Grogan College is designed to enhance students' academic success and satisfaction with their college experience by providing a supportive community of students and faculty with common interests. Grogan College is divided into approximately fifteen Learning Communities (LCs), each focused on a specific theme and headed by a Faculty Fellow. Some of the LCs are designed for students who have already selected a major; others are for students from any major who share an interest in the topic. The approximately 22 students in each LC take several courses together in the fall and spring semesters of their freshmen year. The Faculty Fellow teaches one of the courses, serves as a mentor to students, and meets with them for extracurricular activities. The Director works with all Faculty Fellows and students to provide program-wide activities and opportunities for leadership and service.

Grogan College is a University-wide program. Faculty Fellows represent the College of Arts and Sciences and all six professional Schools. The Division of Student Affairs is a joint sponsor of the program, and Residence Life staff make an important contribution to the residence hall community. Enrollment Services provides scheduling and course registration support.

Grogan Residence Hall is an eight-story high-rise with air-conditioning and a co-ed residency. Internet and e-mail access is available in each room by a personal modem. A computer room, classroom/study area is located on the first floor, and study rooms are available on each floor. A kitchen and dining area on the ground floor opens to a covered patio and offers space for parties and picnics to Grogan College students.

Health

(see Public Health Education)

Department of History

The College of Arts & Sciences

219 McIver Building
336/334-5992
www.uncg.edu/his

FACULTY

Karl Schleunes, Professor and Interim Head of Department
Professors Calhoon, Caneva, Melton, Schweninger
Associate Professors Barton, Bilinkoff, Floyd, Hunter, Kriger, Mazgaj, Ruzicka, Tolbert
Assistant Professors Anderson, Carmichael, Franz, Jackson, Jennison, Jones, Levenstein, Michaelson
Lecturers Crawford, deBeck
Adjunct Professor Leimenstoll

The Department of History offers a program which has four principal objectives: 1) to provide a general knowledge of the history of the United States, Europe, and the wider world (as we have defined our fields of concentration); 2) to teach students to think and read critically and thereby to develop the ability to analyze historical documents and to appreciate the nature of historical interpretations; 3) to improve students' ability to communicate both orally and in writing; and, 4) to foster the ability to conduct historical research. The Department offers a broad spectrum of courses in U.S., European, and wider world history; in the ancient, medieval, and modern periods; in social, cultural, political, economic, intellectual, military, and diplomatic history; the history of science; and in a variety of special topics including gender, sexuality, witchcraft, and terrorism.

The History Major prepares students for career opportunities in a wide range of employment, where liberally educated minds can be turned to fruitful account. It offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state, and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly: in the teaching profession (from the primary through graduate school levels), in museums and archives, or in the expanding field of historical preservation work.

The department offers programs leading to the Bachelor of Arts degree in history, the Master of Arts in history, and the degree of Master of Education with a concentration in history or social studies.

Although the department does not formally restrict admission to its courses with regard to level, it recommends its 300-level courses to sophomores and above and its 400- and 500-level courses to juniors and seniors.

History Major (HIST)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:
History (general), U175
History with Teacher Licensure in Social Studies, U177

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204
Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Minimum 30 semester hours above the 100 level, where History is the primary major.

All majors must maintain a cumulative grade point average of at least 2.0 in history courses to qualify for a degree in history.

The department divides its undergraduate offerings into three fields (see courses listed below): Western Europe, United States, and the Wider World. For the primary major, the minimum of 30 hours must include:

1. 12 s.h. at the 200 level with no more than 6 s.h. in the Western European field
2. 12 s.h. at the 300 level, which must include one Research Intensive course, designated in the course schedule as RI
3. 6 s.h. at the 500 level, which must include HIS 511A, B, or C (Seminar in Historical Research and Writing); one 300-level RI designated course will serve as a prerequisite for HIS 511A, B, C.

To ensure that each major has breadth in his or her program, of the 30 semester-hour minimum, a student must take at least 6 hours from each of the three fields (Western Europe, United States, Wider World).

Field I: Europe
220, 221, 222, 223, 251, 252, 309, 310, 311, 315, 349, 351, 353, 354, 355, 360, 363, 364, 365, 368, 369, 371, 373, 374, 375, 376, 392, 393, 397, 510, 511B, 541, 542, 544, 560, 562, 563, 564, 567, 571, 574

Field II: United States
211, 212, 301, 302, 324, 325, 326, 327, 328, 329, 335, 336, 337, 338, 339, 340, 343, 344, 347, 359, 502, 511A, 512, 515, 517, 518, 520, 522, 524, 526, 530, 545, 546, 549, 551

Field III: Wider World
203, 204, 215, 216, 217, 218, 239, 240, 303, 304, 306, 320, 321, 370, 377, 378, 381, 383, 384, 385, 386, 389, 399, 508, 511C, 575, 581, 587, 588

Other
Individual study courses for the most part; will vary according to subject taught each time: 305, 390, 401, 402, 493

V Related Area Requirements

Because history is closely related to many other disciplines, we strongly recommend that history majors consult their advisors about using their liberal education requirements and electives to build a coherent series of cognate courses. Students interested in the various national histories may wish to pursue language and literature courses in the same area; students interested in social and institutional history may wish to pursue courses in the social sciences such as anthropology, sociology, political science, and economics; students interested in cultural and intellectual history will profit by work in philosophy, religious studies, and art and music history.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

History Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education**. Licensure in social studies is available for history majors; see p. 327. Additional semester hours are required for completion of the degree. Please see teacher licensure requirements in Teacher Education Programs.

History as a Second Major

Students who wish to declare a second major in History must complete all requirements listed above for the History major.

History as a Second Academic Concentration for Elementary Education Majors

Required: 18 semester hours

1. Required core courses (6 s.h.): HIS 211 and 212
2. Select 12 s.h. from HIS 301, 302, 326, 327, 328, 329, 330, 335, 336, 337, 338, 339, 340, 343, 344, 347, 349

History Minor

Required: 15–21 semester hours in history

The History Minor complements majors in a variety of fields, including English, the languages, and the other social sciences. Requirements are flexible to permit students to select courses with the help of their major departments, which will develop and extend their individual interests as expressed in their majors. A student who has taken six (6) hours of Western Civilization may count three (3) hours toward the History minor. Students should register for the History Minor in the History Department Office, 219 McIver Building.

History Courses (HIS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

203 History of Africa to 1870 (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GPM*
AULER/CLER: NW/CNW

Early African empires, the spread of Islam, European exploration, the Atlantic slave trade and its effects, slavery in Africa, white settlement in South Africa.

204 History of Africa since 1870 (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GMO*
AULER/CLER: NW/CNW

Colonial partition, missionaries, wars of resistance, styles of colonial rule, development and underdevelopment, independence movements and de-colonization, neo-colonialism, capitalism and socialism, civil wars, apartheid in South Africa.

211, 212 The United States: A General Survey (3:3), (3:3)
GE Core: GHP *CAR: GMO*
AULER/CLER: HP/CMO

First semester: to 1865. Second semester: since 1865.

215 The Civilizations of Asia (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GPM*
AULER/CLER: NW/CNW

History, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea.

216 The Civilizations of Asia (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GMO*
AULER/CLER: NW/CNW

Impact of West on Asia and Asia's response; development of nationalism and Communism. Focus is on India, China, and Japan in nineteenth and twentieth centuries.

217, 218 The World in the Twentieth Century (3:3), (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GMO*

Political, social, and economic forces affecting Africa, the Americas, Asia, and Europe. Issues include Cold War, imperialism, nationalism, terrorism, world war. First semester: 1900–1945. Second semester: since 1945.

220 The Ancient World (3:3)
GE Core: GHP *CAR: GPM*
AULER/CLER: HP/CPM

Early civilizations: Near Eastern, Egyptian, Greek, and Roman to Reign of Constantine. (Same as CCI 220)

221 Medieval Legacy (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM

Survey of Western European history from the end of the Roman Empire to the fifteenth century exploring such varied aspects of the medieval experience as pilgrimage, crusade, peasant life, the emergence of national states, and the rise of the university.

222 Europe 1400–1789 (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM

Survey of major socio-economic, political, and cultural trends in Europe from the Renaissance to the French Revolution.

223 Modern Europe (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GMO*
AULER/CLER: HP/CMO

Survey of major socio-economic, political, and cultural trends in Europe from the French Revolution to the present.

239 Latin America: Colonial Period (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GMO*
AULER/CLER: NW/CNW

Introduction to the early history of Latin America. Emphasis on the clash of cultures, Indian-Spanish relations, and the structure and mechanisms of empire.

240 Latin America: National Period (3:3)
GE Core: GHP *GE Marker: GN* *CAR: GMO*

Introduction to the political and economic history of Latin America since independence. Survey covers political dynamics, social transformations, and the evolution of export economics.

251, 252 The History of Western Science: A Survey (3:3), (3:3)
GE/ Core: GHP *CAR: 251-GPM; 252-GMO*
AULER/CLER: HIS 251: HP/CPM; HIS 252: HP/CMO

Introduction to major developments in the history of Western science. First semester: from antiquity to the Scientific Revolution. Second semester: from 18th to 20th century.

301 Race and Slavery (3:3)
GE Core: GHP *CAR: GMO*
AULER/CLER: HP/CMO

Examination of the black experience from ancient to modern times, including pre-colonial Africa, the Atlantic slave trade, slavery in the Americas with special emphasis on the United States before 1865.

302 Race and Segregation (3:3)
GE Core: GHP *CAR: GMO*
AULER/CLER: HP/CMO

Race and segregation in the United States since the Civil War, including the origins of Jim Crow laws, civil rights movement, black urbanization, the Harlem Renaissance, black nationalism, and the black experience in America.

303 South Africa and Its Neighbors (3:3)

Early African societies and states, slave trade and slavery, European settlement and expansion, mineral revolution, colonialism and independence in Zimbabwe, Angola, Mozambique, Namibia; apartheid and African nationalism in South Africa.

304 Gender, Family, and Wealth in African History (3:3)

Examines how relations, obligations, and transactions between men and women have affected the production and distribution of wealth in African societies during precolonial times, colonial rule, and since independence.

306 Islam and Popular Culture in Africa (3:3)
• *Not open to freshmen.*

Examines opportunities, challenges, and threats presented by Islam, and varying ways individual Africans and their communities have responded to it since the 7th century.

309 Unity and Unrest in Medieval Towns (3:3)
GE Marker: GL

Examines the ways in which the towns of Medieval Europe constructed social unity and the ways in which that unity was threatened by cultural change and social unrest. (OCC)

310 Daughters of Eve: Women in the Middle Ages (3:3)
GE Marker: GL

Examines the political, social, religious, and cultural experiences of women during the European Middle Ages. Consideration given to gender roles, family structure, and writings by and about women. (ALT YEAR)

311 Darwin and the Theory of Evolution (3:3)
GE Core: GHP *CAR: GMO*
AULER/CLER: AE/CAE

Study of the background, genesis, and reception of Darwin's theory in its scientific and social context as the basis for an examination of the nature and scope of scientific explanations.

315 Witchcraft and Magic in European History (3:3)

Examination of witchcraft beliefs and persecution as a way of studying the social history of Europe before industrialization. Emphasizes the "Witch Craze" of the sixteenth and seventeenth centuries.

320 Central American History (3:3)
GE Marker: GN

The political structure and economies of a "nation divided," the Central American republics from independence in 1821 to the triumph of neoliberalism at the beginning of the 21st century.

321 Latin America and the United States (3:3)

A history of inter-American relations from the Monroe Doctrine to the Caribbean Basin Initiative. An examination of traditional interpretations and contemporary arguments and the Latin American context and perspective.

324 The Frontier in American Culture (3:3)

Role of the frontier as symbol and region in the development of American culture from early settlement to the twentieth century. Topics include race, gender, ethnicity, and popular culture. (FALL OR SPRING)

325 History of the American Home (3:3)

Study of houses as historical evidence of social change from the colonial period to the twentieth century. Topics include: impact of gender, region, social class, and ethnicity on American housing. (FALL OR SPRING OR SUMMER)

326 Using Photographs as Historical Evidence (3:3)

Case study approach using photographs as historical evidence from the Civil War to the Great Depression. History and interpretation of specific print materials. Identification, care and handling of historic photographs. (FALL OR SPRING)

327 American Cultural History (3:3)

GE Core: GHP CAR: GMO
AULER/CLER: HP/CMO
• *Not open to freshmen.*

Using paintings, houses, literature, radio, television, and other materials, this course explores the creation and development of American culture from early settlement through the twentieth century.

328 Women in American History, Part I (3:3)

A history of women in the U.S. from colonial times through the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience.

329 Women in American History, Part II (3;3)

A history of women in the U.S. since the Civil War. Topics include roles, status, image, family, work, and racial and class differences in experience.

332 Civil Rights and Black Freedom, 1940–1980 (3:3)

Southern and national civil rights politics in light of local and human rights dimensions of the wider black freedom movement. Special attention to leadership, economics, local movements, and white resistance. (ALT SPRING)

335 The American Colonial Period, 1607–1763 (3:3)

GE Core: GHP CAR: GMO
AULER/CLER: HP/CMO

Selected topics pertaining to development of colonies to eve of American Revolution.

336 The Age of the Democratic Revolution, 1764–1789 (3:3)

GE Core: GHP CAR: GMO
AULER/CLER: HP/CMO

The politics, social structure, warfare, and ideology of the American Revolution set against the background of early modern European thought and modern American constitutional development.

337 The Age of Jefferson and Jackson, 1789–1848 (3:3)

A study of American History, 1789–1848, including examination of political events and politicians, economic and social trends and developments, and growth of sectionalism.

338 Civil War, Reconstruction, and Reunion, 1848–1896 (3:3)

American history from the end of the Mexican War to the Bryan campaign, centering on the slavery controversy, Civil War and Reconstruction, industrialization, urbanization, and agrarian problems.

339 War, Society, and Reform: America, 1896–1945 (3:3)

Examines the impact during the first half of the twentieth century of two world wars, reform, industrialization, the changing status of women and minorities, and the emergence of mass culture.

340 The United States since World War II (3:3)

Selected social, political, and international trends and events: Cold War and Vietnam; conservatism from McCarthy to Reagan; black freedom, radicalism and the Great Society; feminism; mass immigration and multicultural America.

343 The Old South (3:3)

Economy, society, and polity of the South from colonial times to the Civil War. The institution of slavery. Emphasis on period 1820–1860.

344 The New South (3:3)

Southern history from Reconstruction to the present. Emphasis on race, politics, agriculture, and industry.

347 History of North Carolina (3:3)

History of North Carolina from its colonial origins to the twentieth century, including the evolution of its political system, economy, social structure, and culture.

349 The World at War, 1914–1945 (3:3)

GE Marker: GL

Study of the two world wars of this century. Emphasis upon socio/political systems responsible for the wars; military systems which fought them; and impact of the wars on the world.

351 History of Greece, 2000 B.C.–31 B.C. (3:3)

Mycenaean society, Greek "dark ages," colonization and tyranny, Athens and Sparta, flowering in the fifth and fourth centuries, conquests of Alexander, Hellenistic empires, and the diffusion of Greek civilization. (Same as CCI 351)

353 Athens in the Fifth Century B.C. (3:3)

Pr. 220 or 351 or permission of instructor

Study of the social and political history of Athens in the fifth century B.C. Ruzicka (Same as CCI 353)

354 The Roman Republic, 754 B.C.–44 B.C. (3:3)

Study of the social and political forces that led to Rome's conquest of the Mediterranean World—and of the transformation which world conquest wrought on Rome itself. Topics covered include: the Roman Constitution and politics, the Roman conquest of Italy and then of the whole Mediterranean, and the decline of the Republic. (Same as CCI 354)

355 The Roman Empire, 44 B.C.–A.D. 337 (3:3)

GE Marker: GL

Survey of politics and society at Rome under the Empire, when Rome dominated Western Civilization. Topics covered include: Augustus and the rise of one-man rule at Rome, the long "Roman Peace" and the civilizing of Europe under the Emperors, the rise of Christianity, and the transformed Empire of Constantine the Great. (Same as CCI 355)

359 Sexuality in Historical Perspective (3:3)

Survey of the history of sexuality since the 17th century, with emphasis on America. Topics include agrarian sexual patterns, the impact of industrialization, Victorianism, birth control, the effects of Freud, and the 20th-century "sexual revolution."

360 The Structure of Scientific Change: Topics in the History of Science (3:3)

GE Core: GHP CAR: GMO
AULER/CLER: AE/CAE

In-depth examination of selected topics to elucidate the nature of scientific change. Representative topics: Thomas Kuhn's image of science; the Chemical Revolution; evolution; relativity.

363 European Economic History (3:3)
Pr. ECO 201
Study of the evolution of European economies from early modern times to the twentieth century. Emphasis on sources of growth: trade, migration, industry, technical change, labor, and capital. (Same as ECO 363)

364 The French Revolutionary Era (3:3)
France in the age of the French Revolution, including the old regime, Enlightenment, narrative and interpretive treatment of the Revolution.

365 Modern France (3:3)
Social, political, and cultural forces that shaped France through the Third Republic, World Wars, rise of communism and fascism, Occupation and Resistance, postwar Fourth and Fifth Republics.

368 Medieval Thought and Learning from 300 to 1500 (3:3)
AULER/CLER: HP/CPM
A survey of the formation of a medieval intellectual tradition and its institutional expression in the Latin West from late Roman times to the sixteenth century.

369 History of Spain (3:3)
GE Core: GHP GE Marker: GL CAR: GPM
AULER/CLER: HP/CPM
Exploration of major themes in Spanish history, including the concept of crusade, the experience of empire, and struggle for religious, ethnic, and political unity. Focuses on Spain during its "Golden Age" (1500–1700).

370 Revolutions in 20th-Century Latin America (3:3)
Comparative history of revolution in twentieth-century Bolivia, Cuba, Guatemala, Mexico, and Nicaragua.

371 Europe since World War I (3:3)
GE Core: GHP GE Marker: GL CAR: GMO
A survey of modern Europe with emphasis on the two world wars, political ideologies and cultural developments, and the postwar movement to European integration.

373 English History to 1660 (3:3)
GE Core: GHP CAR: GPM
AULER/CLER: HP/CPM
Origins and evolution of English culture and English constitution.

374 English History since 1660 (3:3)
GE Core: GHP CAR: GMO
AULER/CLER: HP/CMO
Continuation of 373. May be taken separately.

375 Germany in the Nineteenth Century, 1800–1914 (3:3)
GE Marker: GL
Examination of German social and political structures and their functioning between 1800 and outbreak of World War I. Attendant emphasis placed upon cultural and intellectual issues which illuminate German (and European) culture of the nineteenth century.

376 German History, 1914–1945 (3:3)
GE Marker: GL
German social and political structures and their functioning during World War I, Weimar Republic, and Third Reich with attendant emphasis on cultural and intellectual themes.

377 Russian History to 1900 (3:3)
AULER/CLER: NW/CNW
Introduction to old Russia of Kiev and Muscovy, followed by a more intensive survey of eighteenth and nineteenth centuries.

378 Russian History since 1900 (3:3)
End of Tsarist Empire, Revolution of 1917 and its aftermath, Soviet Union under Stalin, and recent developments.

381 The Near and Middle East (3:3)
GE Core: GHP GE Marker: GN CAR: GMO
AULER/CLER: NW/CNW
Emphasizes developments since World War I.

382 Experimental Course: Silks and Spices: A History of the Silk Road in China (3:3)
A survey history of trade relations along the Silk Road between China and its neighbors, covering the larger events of political, social, and cultural exchange. (Offered spring '06)

383 Chinese History to 1800 (3:3)
GE Marker: GN
AULER/CLER: NW/CNW
Early Chinese Civilization: Imperial Period; first dynasties; Early Modern China.

384 The Modern Transformation of China: 1800 to Present Day (3:3)
GE Marker: GN
AULER/CLER: NW/CNW
Coming of Europeans; decline of imperial institutions to 1870; Western impact and Chinese reforms, 1870–1945; contemporary China.

385 Japanese History to 1867, Izanagi and Izanami to Emperor Meiji (3:3)
AULER/CLER: NW/CNW
Creation myths—archaeological record, warrior aristocracy under Chinese veneer, Japanese feudalism: Shoguns, daimyo samurai, servants of Christ, diplomats, seclusion, and civil war.

386 Creating Modern Japan, 1867 to the Present (3:3)
AULER/CLER: NW/CNW
Meiji Restoration and the West, Radical Nationalism, Parliamentary government, World War II from Manchurian Incident through MacArthur. Present day Japan.

389 West Africa during the Atlantic Slave Trade (3:3)
Examines how trade between European and African countries developed into a trans-Atlantic slave trade. Focus on origins of slaves and effects of slave trade on Africa, ca. 1450–1850.

390 History Internship (3)
Pr. minimum of twelve (12) credit hours with a 3.0 GPA in history and permission of Director of Undergraduate Studies
- *May be repeated for credit.*

Field learning experience in public or applied history. Academic supervision provided by job supervisor. Assigned reading and written reports.

392 The Holocaust: History and Meaning (3:3)
GE Marker: GL
This course examines the history of the Nazi Holocaust during World War II and explores a variety of meanings—intellectual and artistic—that have been imposed upon it.

393 Medieval Church and State (3:3)
GE Marker: GL
Course examines origins, elaboration, and impact of political thought in the West as it arose out of the ongoing transformation of the medieval church and state from circa 300–1500.

397 Modern European Thought (3:3)
AULER/CLER: HP/CMO
Intellectual and cultural history from the Enlightenment to the present with emphasis on major political ideologies (liberalism, conservatism, socialism, fascism) and the long-running debate on virtues and vices of Western-style "modernity."

399 Images of Africa in Film (3:2:3)

Examines how Africa and Africans have been portrayed in film, from the creation and perpetuation of Hollywood stereotypes to the emergence of Independent Black Film and African Cinema. (FALL)

401, 402 Individual Study (1–3), (1–3)

Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head.

493 Honors Work (3–6)

Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)

- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

Prerequisite for ALL 500-level courses: either the completion of six s.h. of 300-level History courses or the permission of the instructor.

502 African American History: Selected Topics (3)

- *May be repeated once for credit.*

Examination of selected topics in black history including African beginnings, slavery, racial attitudes, and civil rights.

505 Introduction to Archival Management (3:3)

Pr. permission of instructor

Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as LIS 505)

508 Latin America: Selected Topics (3:3)

Pr. one course in Latin American history or permission of instructor

- *May be repeated once for credit when topic varies.*

A study of select political and economic developments from a historical perspective. Topics include an examination of Hispanic democracy, the evolution of the military, and land tenure. Seminar format.

510 Historiography (3:3)

Development of the historical profession and perspectives on historical writing. Selected readings by philosophers and practicing historians such as Herodotus, Ibn Khaldun, Ranke, Marx, Braudel, Thompson, Foucault, Dilthey, and Steedman.

511A, B, C Seminar in Historical Research and Writing (3:3), (3:3), (3:3)

Pr. one 300-level Research Intensive (RI) history course and permission of instructor

- *Required of history majors.*
- *May be repeated once for credit when topic varies.*

Locating and using historical source materials, written and oral, published and unpublished. 511A: American; 511B: European; and 511C: Wider World.

512 Public History (3:3)

A history of America's past through museums (indoor and outdoor); collections and their interpretation; exhibitions and park and wilderness areas.

515 American Diplomatic History: The Twentieth Century (3:3)

Emphasis on most important crises and making of basic policy decisions from Spanish American war to present.

517 American Economic History: Colonial Times to 1865 (3:3)

Pr. ECO 201 or permission of instructor

Evolution of the American economy through the Civil War. Emphasis on sources of economic growth and economic welfare. (Same as ECO 517)

518 American Economic History: 1865 to Present (3:3)

Pr. ECO 201 or permission of instructor

Evolution of the American economy from the Civil War to the present. Emphasis on economic performance through time measured against the goals of full employment, price stability, and rapid growth. Course taught as Writing Intensive (WI) and Speaking Intensive (SI). (SPRING) (Same as ECO 518)

520 Southern History: Selected Topics (3:3)

- *May be repeated once for credit when topic varies.*

Selected topics in the history of the American South from the colonial origins to our time. Examples include politics, education, economic development, reform, race, and gender.

522 Early American History: Selected Topics (3:3)

- *May be repeated once for credit when topic varies.*

Varying topics in early American history including settlement, economic development, Puritanism, the Great Awakening, slavery, ethnicity, and pre-Revolutionary politics.

524 Twentieth-Century U.S. History: Selected Topics (3:3)

- *May be repeated once for credit when topic varies.*

Varying topics in twentieth-century U.S. history including Progressive Era, World War I, the 1920s, the Great Depression and New Deal, World War II, McCarthyism, Civil Rights Movement, Vietnam War, the 1960s.

526 The Civil War and Reconstruction: Selected Topics (3:3)

- *May be repeated once for credit when topic varies.*

Causes of the Civil War. Military events and developments on the home front in wartime, North and South. Reconstruction policy in Washington and its implementation in the South.

530 History of Sexuality: Selected Topics (3:3)

Pr. for undergraduates, HIS 359 or the permission of the instructor.

- *May be repeated once for credit when topic varies.*

Intensive exploration of critical themes in the history of sexuality, including such issues as fertility control, sexual identity, and sexual politics.

536 History of Decorative Arts (3:3)

Study of stylistic and cultural developments in the decorative arts with special concentration on America. (Same as IAR 536)

541 Ancient World: Selected Topics (3:3)

- *May be repeated once for credit when topic varies.*

Varying topics in ancient Near Eastern, Greek, and Roman history, including politics and public rituals, patterns of social organization, ancient slavery, cross-cultural interactions. (Same as CCI 541)

542 Middle Ages: Selected Topics (3:3)

- *May be repeated once for credit when topic varies.*

Varying topics in medieval culture and society chosen from the broad categories of political, social, economic, intellectual, or religious history.

543 Historic Preservation: Principles and Practice (3:3)

Pr. IAR 221, 222, or permission of instructor

Study of change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment. Development of philosophical approach for designers to contemporary preservation projects. (Same as IAR 543)

544 Early Modern Europe: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in early modern European history, including Renaissance cities, Protestant Reformation, Catholic Reformation, court cultures, impact of printing, gender and identity and the Age of Discovery.

545 Southern History and Southern Material Culture in a Museum Context (3)

Pr. permission of instructor; students must submit written application.
- *May be repeated for credit when topic varies, with permission of instructor.*

Combined southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. (SUMMER) (Same as IAR 545)

546 American Cultural History: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in the creation and development of American culture including the role of technology, environment, ethnic diversity, and the history of ideas. (SPRING)

547 History Museum Curatorship: Collections Management (3:3)

Pr. admission to a graduate program in history or interior design, or permission of instructor

Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation. (ALT SPRING) (Same as IAR 547)

548 Architectural Conservation (3:3)

Pr. IAR 332, 301, or permission of instructor

Overview of contemporary architectural conservation principles, practice and technology. A series of field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as IAR 548)

549 American Social History: Family and Religion (3:3)

American social history from the eve of colonization to Reconstruction, the family and communal organization of early American society, and the assumptions about human nature and destiny underlying culture and change.

551 Gender and History: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in Gender and History including Gender and Popular Culture; Gender, Labor, Race, and Class; History of Masculinity.

552 History and Theories of Material Culture (3:3)

Pr. admission to a graduate program in history or interior design, or permission of instructor

Material culture as it has been defined and interpreted in the past by scholars from the disciplines of History, Anthropology, Geography, Art History, Psychology, Linguistics, and Archaeology (SPRING). (Same as IAR 552)

555 Field Methods in Preservation Technology (3:1:6)

Pr. admission to a graduate program in history or interior design, or permission of instructor

Intensive on-site fieldwork experience addressing issues of architectural conservation and historic building technology. Includes methods, techniques, and theories of preservation technology and accepted conservation practices. (SUMMER) (Same as IAR 555)

560 Nineteenth-Century Europe: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Selected topics address comparative political, social, and economic development of major European states and changing power relationships from the defeat of Napoleon to the end of the First World War.

562 Twentieth-Century Europe: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Topics in 20th-century European history including World War I, its impact on European thought and culture, the origins of World War II, the movement for European Unity, the Cold War.

563 Early Modern England: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in early modern British history, including the Protestant Reformation, political revolutions and economic and social change.

564 Modern Britain: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in modern British history such as the industrial revolution, parliamentary reform, loss of one empire and the creation of a second, World War I and II.

567 French History: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Study of specific themes and/or problem areas in French History.

571 Modern European Thought: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Study of selected themes and/or problems in European intellectual and cultural history.

574 Modern Germany: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in modern German history including the Third Reich, Germany during World War I, Bismarckian Germany, ideology in Germany.

575 Modern Russian History: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in modern Russian history, including "Great Reforms," industrialization, revolutionary movement, Marxism–Leninism, tsarist and Soviet foreign policy, Soviet politics, post-World War II changes, Gorbachev era, and end of Soviet Union.

578 Research Methods in Historical Archaeology (3:3)

Pr. junior, senior, or graduate status

Advanced training in research methods in Historic Archaeology, involving on-site training in field, laboratory, and library components of Historic Archaeology. (Same as ATY 578 and IAR 578)

581 African History: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying topics in African history including Central African Kingdoms, Pre-colonial West African Kingdoms, "Stateless" Societies of Africa.

587 Southern African History (3:3)

The rise and decline of African nations in nineteenth-century southern Africa: economic and social change; the creation of the Union of South Africa and the roots of apartheid.

588 East Asian History: Selected Topics (3:3)
- *May be repeated once for credit when topic varies.*

Varying history in East Asian history: a detailed examination of specific social, economic, political and intellectual facets of Chinese, Korean and Japanese history.

See p. 339 for Western Civilization courses.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Honors Programs

Including General-Education Honors, Disciplinary Honors, and Full University Honors

International Honors College

205 Foust Building
336/334-5538
http://www.uncg.edu/hss

STAFF

Dennis Patrick Leyden, Director
Pamela L. McRae, Assistant Director
Laurie L. White, Assistant Director
Nancy Myers, Director Undergraduate Scholars Program
Melvalyn Allred, Secretary

HONORS COUNCIL

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Toni F. Knight, School of Education
Eluza Santos, School of Health and Human Performance
Andrew Willis, School of Music
Debra A. Stanford, School of Nursing

The International Honors College administers UNCG's Honors Programs: the General-Education Honors Program, the Disciplinary Honors Program, and the Full University Honors Program. For general information about the International Honors College, including information about admission, courses, extra- and co-curricular activities, advising, scholarships, etc., see the description of the **International Honors College** in the **Academic Units** section of this *Bulletin* (p. 81).

General-Education Honors Program

Note: The International Honors College is currently in the process of revising the requirements for the General-Education Honors Program for students admitted beginning in Fall 2006. However, students who are admitted before Fall 2006 will be able to complete the General-Education Honors Program as described below.

The General-Education Honors Program is designed to complement and enrich the University's General-Education Program for students in any major who are highly able and motivated, and must be completed by the end of the student's sophomore year. Students who complete the General-Education Honors Program engage in Honors study in a wide range of subjects in their freshman and sophomore years, thus providing themselves with a solid foundation for later studies. Courses taken in fulfilling the requirements for the General-Education Honors Program typically also fulfill the University's General Education Core requirements.

Requirements

To successfully complete the General-Education Honors Program, a student must:

1. have a UNCG GPA of 3.30 or higher at the end of the sophomore year, and
2. have completed 12 semester hours of Honors courses with grades of A or B by the end of their sophomore year.

A student who studies abroad for at least a semester may have three (3) of the required 12 hours of Honors courses waived. Because some students cannot study abroad before the end of their sophomore year, a student who completes nine (9) hours of Honors courses by the end of the sophomore year and subsequently studies abroad as an undergraduate student at UNCG are also able to complete the General-Education Honors Program.

Recognition

Students who complete the requirements for the General-Education Honors Program receive a *Certificate of General-Education Honors*, have that accomplishment noted on their official transcript, and are recognized at a banquet held at the end of the spring semester.

Disciplinary Honors Program

The Disciplinary Honors Program allows students in all majors to do Honors work in their majors or in upper-division interdisciplinary studies. Through Disciplinary Honors, students have the opportunity to study topics in depth and to do original, sophisticated research under the supervision of a faculty member.

Requirements

The requirements for the Disciplinary Honors Program vary by major (students should check the individual departments in this *Bulletin* for details on specific course requirements) but includes at a minimum:

1. a UNCG GPA of 3.30 or higher at graduation,
2. at least 12 s.h. of Honors course work with grades of A and B as follows:
   - 6–9 s.h. Honors course work in the major,
   - HSS 490: Senior Honors Project (3 s.h.), and
   - 0–3 s.h. of other Honors course work

In some departments, graduate-level course work qualifies as Honors for undergraduates.

For those students who wish to pursue Disciplinary Honors in Interdisciplinary Studies, the requirements are:

1. UNCG GPA of 3.30 or higher at graduation,
2. 12 s.h. of Honors course work with grades of A and B as follows:
   - nine (9) s.h. of Honors course work, including at least six (6) s.h. at the 300 level or higher, and
   - HSS 490: Senior Honors Project (3 s.h.)

Recognition

Students who complete the requirements for the Disciplinary Honors Program receive a *Certificate of Disciplinary Honors in [major/Interdisciplinary Studies]*; have that accomplishment, along with the title of their Senior Honors Project, noted on their official transcript; and are recognized at a banquet held at the end of the spring semester.

Full University Honors Program

The Full University Honors Program provides students with a chance to engage in a comprehensive course of Honors study during their entire time at UNCG. Students who complete the Full University Honors Program engage in Honors study in a wide range of subjects in their freshman and sophomore years before turning to similar high level study in their majors, culminating in original, sophisticated research under the supervision of a faculty member.

Requirements

To successfully complete the Full University Honors Program, a student must complete all the requirements for both the General-Education Honors Program and the Disciplinary Honors Program. Courses used to fulfill the requirements of one of those programs cannot be used to fulfill the requirements of the other.

Recognition

Students who complete the Full University Honors Program receive a *Certificate of Full University Honors in [major/Interdisciplinary Studies]*, have that accomplishment, along with the title of their Senior Honors Project noted on their official transcript, and are recognized at a banquet held at the end of the spring semester.

HONORS PROGRAMS COURSES (HSS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Honors Seminars

Honors Seminars may be used to meet General Education Core requirements in the credit areas indicated below. They, however, cannot substitute for introductory prerequisites in the major. Specific topics will vary from year to year. The courses may be repeated for credit as topics change.

201 Seminar in Historical Perspectives: Premodern (3:3)
GE Core: GHP *CAR: GPM*
AULER/CLER: HP/CPM
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Historical study of human culture from ancient times to the 17th century. (FALL OR SPRING)

202 Seminar in Historical Perspectives: Modern (3:3)
GE Core: GHP *CAR: GMO*
AULER/CLER: HP/CMO
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Historical study of human culture from the 17th century to the present. (FALL OR SPRING)

203 Seminar in the Physical Sciences (3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of physical sciences with attention to the methods of scientific investigation. (FALL OR SPRING)

204 Seminar in the Life Sciences (3:3)
GE Core: GNS *CAR: GLS*
AULER/CLER: NS/CLS
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of life sciences with attention to the methods of scientific investigation. (FALL OR SPRING)

205 Seminar in the Fine Arts (3:3)
GE Core: GFA
AULER/CLER: FA/CFA
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of selected topics in the fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design. (FALL OR SPRING)

206 Seminar in Philosophical/Religious/Ethical Principles (3:3)
GE Core: GPR
AULER/CLER: AE/CAE
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of philosophical, religious, and ethical traditions that have shaped societies in the past and the present. (FALL OR SPRING)

207 Seminar in Literature (3:3)
GE Core: GLT *GE Marker: GL (selected sections)*
AULER/CLER: WL/CWL
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of works of literature and the social and historical contexts from which they come. (FALL OR SPRING)

208 Seminar in Social and Behavioral Studies (3:3)
GE Core: GSB *GE Marker: GN*
AULER/CLER: SB/CSB
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of the interrelationship between individuals and society and of the social and intellectual contexts of events and situations. (FALL OR SPRING)

215 Seminar in the Fine Arts: Global Non-Western (3:3)
GE Core: GFA *GE Marker: GN*
Pr. 3.0 GPA or permission of instructor
• *May be repeated for credit when topic varies.*
Study of selected topics in Global Non-Western fine arts, which include painting, sculpture, cinema, dance, music, theatre, architecture, and design. (FALL OR SPRING)

Honors Electives

220 Student Seminar (2:2)
Students (usually eight to ten) agree on a general topic for a semester's study. Each participant defines a special interest to be explored individually as a contributing member of the group. A faculty member directs the group's discussions.

300 Interdisciplinary Honors Seminar (3:3)
• *May be repeated for credit as topic changes.*
Interdisciplinary seminar focusing on a particular theme or topic and taught by two faculty members from different disciplines or schools. Topic varies each semester.

310 Honors Abroad (3)
Pr. 3.30 overall UNCG GPA
• *May be repeated for credit when topic varies.*
• *Special requirements: travel to the host country*
Exploration of the culture of another country, done on site in the country and under the guidance of a UNCG faculty member (usually through UNCG's Student Exchange Program). (FALL & SPRING & SUMMER)

350 Washington Experience (3:3)

Coreq. participation in UNC in Washington Program; HSS 330 independent study or equivalent 3 s.h. independent study in any department; and HSS 499 internship or equivalent 6 s.h. internship in any department

Exploration through site visits and seminars of the role of a national capital in the determination of public policy and national culture in diverse democracies using Washington, DC, as text. (FALL & SPRING & SUMMER)

400, 401 Senior Honors Seminar (3), (3)

Provides qualified students with the opportunity to study special topics in an advanced seminar setting with the rigorous and intense discipline implied at the senior level.

Honors Directed Study

320 Honors Tutorial (1–3)

- *May be repeated once for credit if the topic of study changes.*

Students (usually 4 or 5) meet with a faculty member to explore an agreed upon set of topics. The faculty member will guide the discussion. (FALL OR SPRING)

330 Honors Independent Study (1–3)

- *May be repeated once for credit if the topic of study changes.*

Student consults with a supervising faculty member to develop a program of concentrated study and investigation within a particular discipline.

490 Senior Honors Project (3)

Pr. senior status

Independent original scholarship, completed under the supervision of a faculty member. Work culminates in an original essay, annotated creative work or performance, scientific report, or other special project. (FALL & SPRING)

499 Washington Internship (6:0:25–32)

Coreq. participation in UNC in Washington Program; HSS 330 independent study or equivalent 3 s.h. independent study in any department; and HSS 350, Washington Experience.

Field learning experience in governmental or private organizations in Washington, DC, supervised by UNC in Washington Program director. Students will generate products such as briefings, research memoranda, and policy analyses. (FALL & SPRING & SUMMER)

Departmental Honors Sections

Many departments offer Honors sections of regularly-scheduled courses such as Introduction to Biology (BIO 111), Mythology (CCI 205), Introduction to Earth Science (GEO 103), etc. Qualified students may enroll in Honors sections (designated by an "H" in the semester *Schedule of Courses*), whether or not they expect to complete the Honors Program.

XXX 493 Honors Work (3–6)

Pr. 3.30 GPA in the major, 12 s.h. in the major.

- *May be repeated for credit if the topic of study changes.*

(See individual Departmental listings; note that the course number for Theatre Honors Work is THR 483.) Disciplinary Honors work providing students with advanced study of the primary subject matter in their area of specialization.

Hospitality and Tourism Management

(see Recreation, Tourism, and Hospitality Management)

Department of Human Development and Family Studies

School of Human Environmental Sciences

228 Stone Building
336/334-5307
www.uncg.edu/hdf

FACULTY

David H. Demo, Professor and Chair of Department
Professors Buehler, Lange, O'Brien, Tudge
Associate Professors Cassidy, Fletcher, Hestenes, Hunter, Morgan
Assistant Professors Helms, LaParo, Leerkes, Payne, Scott-Little, Shoffner, Shreeniwas, Supple
Emeritus Faculty Canaday, Clawson, Kivett, White, Watson
Lecturers Cranor, Mims

The Department of Human Development and Family Studies offers an undergraduate program leading to the Bachelor of Science Degree in Human Development and Family Studies. The programs include the study of the development of individuals and families throughout the life span, seeking to improve their well-being through the creation, use, and dissemination of knowledge. Programs of study in the department are multidisciplinary, requiring a synthesis of knowledge from the social and behavioral sciences, and from the field of education. The goal of the Human Development and Family Studies Department is to provide the best opportunity in North Carolina for undergraduates to prepare for careers in child, adolescent, adult, and family care services; in business and community consumer services for families; teaching at the preschool level; and in cooperative extension and state agencies.

The Human Development and Family Studies major offers students the choice of four concentrations. The Early Care and Education concentration prepares students for careers in child care centers and agencies, private kindergartens, and hospitals. Teacher licensure in Birth through Kindergarten education is available as a concentration. The Child and Adolescent Development in the Family concentration prepares students for careers in community agencies that serve children, adolescents, and their families. The Family Studies concentration prepares students for family related careers in business, industry, and governmental and community service agencies.

The internship program within the Department as well as student organizations provide students with opportunities for professional experiences in the career field of their choice.

The Department also administers the Child Care Education Programs at three sites with an enrollment of 80 children in all-day care. All serve as laboratories for the study of children and their families. The Family Research Center conducts research and policy studies that are aimed at improving life for children and families.

Admission to the Human Development and Family Studies Major

Any student may declare Human Development and Family Studies as a major upon entering the university. Students must meet the department requirements of the current catalog at the time they declare Human Development and Family Studies as their major.

Declaring Human Development and Family Studies as a major does not assure admission to the program. A student must be formally admitted to the Department of Human Development and Family Studies to register for advanced courses and complete work for the degree.

Criteria for Admission

1. Completion of the following group of foundation courses with a C or better: HDF 211, 212, and 302 or 303 or 304
2. 51 s.h. with a minimum overall GPA of 2.50
3. Transfer students with 60 s.h. may apply for admission after completing 12 s.h. at UNCG.

Students will not be permitted to take upper division courses in the department (HDF 350, 360, 421, 425, 428, 432, 435, 441, 445, 450, 452, 460, 462, 477, 482, 499) unless they have been formally admitted by the department (or in the case of non-majors, have the permission of the instructor).

Admission forms are available in the department office in Stone Building. Admission should normally be sought during the second semester of the sophomore year.

Human Development and Family Studies Major (HDFS)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations & AOS Codes:

Birth through Kindergarten Teacher Licensure, U526
Child and Adolescent Development in the Family, U508
Early Care and Education, U531
Family Studies, U530

Birth through Kindergarten (B–K) Teacher Licensure Concentration

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Mathematics (GMT)	3
required: MAT 112	
Natural Sciences (GNS)	7
required: BIO 105 and 105L or BIO 111, or CHE 106 and 110 and GEO 103 or 311	
Social and Behavioral Sciences (GSB)	6
required: HDF 211 and 212	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. HDF Major Requirements
   HDF 211*, 212*, 250, 302, 350, 360, 409 or 410, 452, 455
2. Related Area Requirements
   BIO 105* and 105L* or BIO 111*, or CHE 106* and 110*; GEO 103* or 311*; MAT 112*; NTR 213; PSY 121; SES 240, 460; SWK 584
3. Integrated Methods Courses
   HDF/SES 425, 435, 441
4. Teacher Education Requirements
   ELC 381; ESS 342; HDF 460 (12 s.h.); LIS 120; NUR 345; SES 242; CUI 516
   One course to be selected from the following: MUS 335, SES 135

**MAT 112 satisfies GMT; BIO 105 and 105L or BIO 111 or CHE 106 and 110, and GEO 103 or 311 satisfy GNS; HDF 211 and 212 satisfy GSB*

NOTE: To be admitted to Teacher Education, students must achieve a 2.70 overall GPA and a passing score on Praxis. Students are also required to be certified in First Aid and CPR prior to student teaching.

Child and Adolescent Development in the Family Concentration

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Mathematics (GMT)	3
required: STA 108	
Natural Sciences (GNS)	7
required: BIO 105 and 105L, and NTR 213	
Social and Behavioral Sciences (GSB)	6
required: HDF 211 and 212	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and related Area Requirements

1. Foundation Courses: HDF 211*, 212*, 302, 303, 409 or 410, 411, 421, 455
2. Skills and Professional Courses (6 s.h.): HDF 475, 477, 499
3. Related Area Requirements:
   BIO 105* and 105L*; NTR 213*; PSY 121; SOC 101; STA 108*
   Choose five from: AFS 201, 210; HDF 304, 491; HEA 260, 300, 301, 361, 369; PSY 275, 341, 346, 360; SOC 222, 250, 420, 425; SWK 584; WGS 250, 350
   Choose two from: CED 310; CSC 101 or ISM 110; CST 200, 207, 211; ENG 327; HDF 401, 452; HEA 318; MGT 309; RPM 201; foreign language

**STA 108 satisfies GMT; BIO 105 and 105L and NTR 213 satisfy GNS; HDF 211 and 212 satisfy GSB.*

Early Care and Education Concentration

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Natural Sciences (GNS)	7
required: BIO 105 and 105L or BIO 111, and NTR 213	
Social and Behavioral Sciences (GSB)	6
required: HDF 211 and 212	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. Foundation Courses: HDF 211*, 212*, 250, 302, 409 or 410
2. Skills and Professional Courses:
   HDF 421, HDF/SES 425, HDF/SES 435, HDF/SES 441, HDF 450 (6 s.h.), 452, 455, 482
3. Related Area Requirements:
   BIO 105* and 105L*, or BIO 111*; CUI 516; NUR 345; MUS 335; NTR 213*; PSY 121; SES 135, 240, 242, 460

**BIO 105 and 105L or BIO 111, and NTR 213 satisfy GNS; HDF 211 and 212 satisfy GSB.*

Family Studies Concentration

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and CST 105	
Department specifies courses for:	
Mathematics (GMT)	3
required: STA 108	
Natural Sciences (GNS)	7
required: NTR 213 and one GNS lab course with a different departmental prefix	
Social and Behavioral Sciences (GSB)	6
required: HDF 211 and 212	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. Foundation Courses: HDF 211*, 212*, 302 and 303, 304, 409, 421, 428, 445, 465
2. Skills and Professional Courses (6 s.h.): HDF 475, 477, 499
3. Related Area Requirements: CST 105*; NTR 213*; PSY 121; SOC 101; STA 108*
   Choose five from the following: AFS 201, 210; GRO 501; HDF 407, 455, 491; HEA 260, 330, 347; NTR 313; NUR 561; PSY 275, 346; RPM 101, 231, 314; SOC 229, 230, 326, 354, 420; SWK 570, 580, 584, 585; WGS 250, 333, 350
   Choose two from the following: CED 310; CSC 101 or ISM 110; CST 200; ENG 327; HDF 401; HEA 318; MGT 309; foreign language

**STA 108 satisfies GMT; NTR 213 satisfies 3 s.h. of GNS; CST 105 satisfies 3 s.h. of GRD; HDF 211 and 212 satisfy GSB.*

IV. Electives

Electives sufficient to complete total semester hours required for degree. No more than one third may be human environmental sciences courses.

Human Development and Family Studies Minor

Required: minimum of 18 semester hours

AOS Code: U514

Completion of 18 semester hours in HDF courses: HDF 211, 212; 6 hours from 302, 303, and 304; 6 hours from 409, 410, 421, 465, 475

HUMAN DEVELOPMENT AND FAMILY STUDIES COURSES (HDF)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

211 Life Span Development in the Human Environment (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Development of human beings prenatally through death. Emphasis on environmental interactions across the life span. This is a foundation course for Human Development majors.

212 Families and Close Relationships (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Intrapersonal and interpersonal processes in the development and maintenance of families and close relationships over time.

250 Introduction to Birth through Kindergarten Education: Teaching in Early Care and Education Programs (3:2:3)
Introduction to Birth through Kindergarten care and education programs and careers. Overview of program types and observations in several settings, including schools, preschools, and child-care facilities.

302 Infant and Child Development in the Family (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
- *HDFS majors may not receive credit for both HDF 302 and PSY 250.*

Examination of contemporary theories, methods and research findings in the study of development from conception through middle childhood. The role of the family, peers, and school will be emphasized.

303 Adolescent Development in the Family (3:3)
GE Core: GSB
Examination of theories, methods, and research findings in the study of development from pre-adolescence through post-adolescence. Ecological perspectives associated with the role of family, peer group, and school on individual development.

304 Adult Development in the Family (3:3)
Examination of growth and development from early to late adulthood in the context of family life. Emphasis on the major stages of adulthood as they relate to family functioning.

350 Birth through Kindergarten Education: Professional Seminar I (2:2)

Pr. 250

Coreq. 425

Professional seminar to examine issues involving professional standards of conduct and presentation. Review of self-assessment and accountability standards related to videotaped observations and teaching portfolios.

360 Birth through Kindergarten Education: Professional Seminar II (1:1)

Pr. 250, 350

Coreq. 435

Professional seminar to examine issues involving professional presentation of self during student teaching semester, interview and application process, and first year of teaching. Covers required health, safety, and liability training.

401 Special Problems in Human Development and Family Studies (1–6)

Pr. permission of instructor

Individual study. Conference hours to be arranged.

407 Current Issues Affecting Women and Families (3:3)

Contemporary and changing issues affecting individuals and families and their environment. Multidisciplinary approach to decision making and problem-solving.

409 Family Diversity (3:2:3)

Pr. 211, 212, and 302 or 303 or 304

Study of the variation within and between families through an exploration of the similarities and differences according to culture, race, class, gender, family structure, and sexual orientation.

410 Cultural Variations in Families and Children (3:3)

Pr. 211, 212, 302 or 303 or 304, or permission of instructor

The study of families and children, particularly child-rearing practices, that vary as a function of differing socioeconomic and cultural backgrounds both inside and outside the United States.

411 Individual Variations in Child Development (3:3)

Pr. 211, 212, 302 or 303 or 304, or permission or instructor

The study of children and child-family relationships that vary as a function of atypical development and behavior in children.

421 Theories and Principles of Parenting (3:3)

Pr. 409 or 410 or 411; formal admission to Human Development major or permission of instructor required.

Overview of parent education with special emphasis on parent-child relationships; problems and procedures of teachers working with children and/or families; problem areas and implications of research with parents and their children.

422 Interrelationships between Families and the Community (3:3)

Pr. 211, 212, 302 or 303

Multifaceted interrelationships between families and the community. Implementation of public policy. Observation and participation in community agencies serving families.

425 Infant and Toddler Programs: Foundations and Methods (4:3:3)

Pr. HDF 250, SES 242; 2.50 GPA; formal admission to Human Development major required.

Coreq. 350 for B–K Licensure majors

Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (Same as SES 425)

428 Families in Middle and Later Years (3:3)

Pr. 475; formal admission to Human Development major or permission of instructor required.

Socio-economic and cultural issues relating to families in middle and later years, emphasizing change and continuity in family relationships over the life course.

432 Foundations of Preschool Education (3:3)

Pr. formal admission to Human Development major or permission of instructor required.

Philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities.

435 Preschool/Kindergarten Curriculum (4:3:3)

Pr. HDF/SES 425, SES 242; 2.50 GPA; formal admission to Human Development major required.

Coreq. 360 for B–K Licensure majors

Provides information on principles and components of preschool/kindergarten curricula, and strategies of learning for young children. Emphasis includes young children with and without disabilities. Laboratory experience required. (Same as SES 435)

441 Young Children's Learning Environments (4:3:3)

Pr. SES 242; 2.50 GPA; formal admission to Human Development major required.

Principles and methods of working with typical and atypical young children. Emphasis on identifying and evaluating strategies for enhancing children's development within a program setting. Laboratory experience required. (Same as SES 441)

445 Current Family Theory and Research (3:3)

Pr. 475; formal admission to Human Development major or permission of instructor required.

Seminar designed to examine current issues in family studies. Emphasis placed on theories and current research literature. Writing and editing are emphasized.

450 Professional Experience in Early Childhood (3:1:9) or (6:2:18)

Pr. a C or better in HDF/SES 425, 435, 441; 2.50 GPA; HDF 250, CUI 516; formal admission to Human Development major and permission of instructor required.

- *May be repeated for up to 6 s.h.*

Supervised professional experience for students working with children in early childhood settings.

452 Child Observation and Assessment (3:3)

Pr. formal admission to Human Development major or permission of instructor required.

Theoretical, practical, ethical issues in the observation and assessment of children. Laboratory assignments cover direct observation, questionnaires and standardized testing. Applications for research, education, diagnosis, program evaluation will be discussed.

455 Current Developmental Theory and Research (3:3)

Pr. formal admission to Human Development major or permission of instructor required.

Seminar designed to examine current issues in development. Emphasis placed on current research literature, theories, and applications across the life span. Writing and editing are emphasized.

457 Informational Processes in Human Environmental Sciences (3:3)

Pr. formal admission to Human Development major or permission of instructor required; computer literacy required.

Application of communication skills, demonstration techniques, and design principles in presenting information related to human environmental sciences. Use of computers to facilitate presentation of information.

460 Supervised Student Teaching and Seminar (6:2:32 or 12:2:32)

Pr. a C or better in HDF/SES 425, 435, 441; 2.50 GPA; formal admission to Human Development major and permission of instructor required; must be admitted to the Teachers Academy.

Supervised student teaching in a preschool setting under direction of a cooperating teacher with university supervision. Full-time teaching assignment in a preschool setting for a full semester with weekly seminars.

462 Family Gerontology (3:2:3)

Pr. 475; formal admission to Human Development major or permission of instructor required.

Study of the older family members and their relationships with other family members in regard to their physical, social, and environmental situations, life adjustment, and sources of assistance. Observation and participation included.

465 Work and Family Linkages (3:3)

Pr. 475, or concurrently; formal admission to Human Development major or permission of instructor required.

Theory and research on role of work in family relationships and adult development including examination of links between parents' work and family relationships; implications of workplace policy for family members' development.

475 Research Methods in Human Development and Family Studies (3:3)

Pr. STA 108 (may be taken concurrently); formal admission to Human Development major or permission of instructor required.

An introductory examination of human development and family research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques.

477 Professional Orientation to Business and Community Services for Individuals and Families (3:3)

Pr. formal admission to Human Development major or permission of instructor required.

Identification and exploration of business and community service careers related to individuals and families.

482 Administration of Dependent Care Programs (3:3)

Pr. 432 or equivalent; formal admission to Human Development major or permission of instructor required.

Major areas of planning and administering dependent care programs, including programming, scheduling, reporting, financing, housing, equipping, staffing, and working with families.

491 Family-Centered Interdisciplinary Practice: System of Care (3:3)

Pr. permission of instructor

System of care core values/principles infuse service planning/delivery. Students develop competencies in family-centerdness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included. (SPRING) (Same as HEA 491, PSY 491, RPM 491, SWK 491)

493 Honors Work (3–6)

Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)

- *May be repeated for credit if the topic of study changes.*

499 Supervised Professional Experience (1–6:0:3–12)

Pr. 477; 2.50 GPA; formal admission to Human Development major and permission of instructor required.

- *May be repeated for up to 6 s.h.*

Supervised professional experience in selected commercial or industrial organizations, public or private agencies.

Courses for Advanced Undergraduates & Graduate Students

502 Gender in Families (3:3)

Pr. 211, 212, 410 or permission of instructor

Influence of social, philosophical, political, and technological change on gender relationships in families in the past, present and future.

527 Problems in Human Development and Family Studies (2–6)

Pr. 211, 212

In-depth study of new areas in child and family studies such as: children and technology; multi-cultural families; developmental consequences of child maltreatment.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Bachelor of Arts in Liberal Studies Program

Humanities Concentration

College of Arts and Sciences and Division of Continual Learning

1100 W. Market Street, Suite 300
336/334-5414
http://bls.uncg.edu/DCL/web/bls

COMMITTEE MEMBERS

Kathleen E. Forbes, Co-Director, Bachelor of Arts in Liberal Studies Program
Robert C. Hansen, Co-Director, Bachelor of Arts in Liberal Studies Program
Andreas Lixl, Department of German and Russian
Nora S. Reynolds, Division of Continual Learning
Hephzibah Roskelly, Department of English
Stephen Ruzicka, Department of History

Rationale and Program Objectives

The Bachelor of Arts in Liberal Studies, Humanities Concentration, is an online degree completion program for adult students who have earned a minimum of 60 hours of transferable credit at other institutions. The program is designed to provide students with an opportunity to earn their baccalaureate degree in an e-learning environment by gaining a thorough understanding of the humanities, the interconnections among them, and their relevance to individuals and to modern society. The humanities are broadly defined to include those disciplines that study people—their ideas, their history, their literature, their artifacts, and their values. The program will investigate individual people in their solitude, life together in societies, and models of and for reality that constitute cultures. Individual courses will tackle the Big Questions that have been the traditional province of the humanities such as "What makes a life worth living?" The program is designed to enhance the student's ability to:

- Think critically and analytically

- Communicate clearly and effectively
- Understand and explain interconnections among the Humanities disciplines
- Appreciate the wide range of human experience
- Achieve increased depth of knowledge in one of the four categories of the Humanities: Literature, Fine Arts, Philosophy/Religion/Ethics, Historical Perspectives.

Special Programs in Liberal Studies Major—Humanities Concentration (SPLS)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level.

AOS Code: U820

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Core Category	S.H.
Students may select courses for:	
Global/Global Non-Western Perspectives (GL/GN)	
two (2) courses carrying GL/GN markers, at least one of which must carry the GN marker	
One Speaking Intensive (SI) Course	
One Writing Intensive (WI) Course	
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.	

III College of Arts and Sciences Additional Requirements

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of two WI courses, one from the major.	

IV Major Requirements

Minimum of 30 semester hours above the 100 level including the following:

A. Core Course (6 s.h.)
   BLS 300 Seminar in the Humanities
   Must be taken twice as topics vary.
B. Distribution Requirement (12 s.h.)
   BLS 320 Selected Topics: Literature
   BLS 340 Selected Topics: Fine Arts
   BLS 360 Selected Topics: Philosophy/Religion/Ethics
   BLS 380 Selected Topics: Historical Perspectives
C. Area of Emphasis (9 s.h.)
   Students are required to take three additional courses in one of the topic areas listed above in item B. Distribution Requirement (Literature or Fine Arts or Philosophy/Religion/Ethics or Historical Perspectives).
D. Capstone Seminar (3 s.h.)
   BLS 400 Senior Seminar

V Electives

Electives sufficient to complete the 122 semester hours required for the degree.

HUMANITIES COURSES (BLS)

Courses for Undergraduates

300 Seminar in Humanities (3:3)
Pr. junior standing (60 s.h.) or permission of instructor
- *Course must be repeated once, with different topic, for total of 6 s.h.*

Interdisciplinary online seminar designed to introduce students to substantive concerns in the Humanities and methods of investigation they employ. Topics vary by semester. (FALL & SPRING & SUMMER)

320 Selected Topics: Literature (3:3)
Pr. junior standing (60 s.h.) or permission of instructor
- *May be repeated for credit when topics vary.*

Online course that examines selected topics in world literature exploring works of prose and/or poetry from diverse cultural traditions and periods. Topics vary by semester. (FALL & SPRING & SUMMER)

340 Selected Topics: Fine Arts (3:3)
Pr. junior standing (60 s.h.) or permission of instructor
- *May be repeated for credit when topics vary.*

Online course that examines selected topics in the fine arts exploring the aims and methods of artistic expression and the role of cultural traditions and artistic values in human society. (FALL & SPRING & SUMMER)

360 Selected Topics: Philosophy/Religion/Ethics (3:3)
Pr. junior standing (60 s.h.) or permission of instructor
- *May be repeated for credit when topics vary.*

Online course that examines selected topics in philosophy, religion, and ethics; compares assumptions, modes of thought, and attendant practices, and analyzes their effects on behavior and human society. (FALL & SPRING & SUMMER)

380 Selected Topics: Historical Perspectives (3:3)
Pr. junior standing (60 s.h.) or permission of instructor
• *May be repeated for credit when topics vary.*

Online course that examines selected topics in history and explores the context of events (social structure, economics, political systems, culture, or beliefs) in a specific region and period. (FALL & SPRING & SUMMER)

400 Senior Seminar in the Humanities (3:3)
Pr. admission to major

Online, capstone experience for majors. Students compile Web portfolio of work from classes in the major. Course serves as a method of assessment for majors. (FALL & SPRING & SUMMER)

401 Individual Study (1–3)
Pr. admission to major, successful completion of one semester of course work at UNCG, and permission of an approved, cooperating instructor

Directed program of reading and/or research in the Humanities. Available to majors upon recommendation of an instructor and approval of the program directors. (FALL & SPRING & SUMMER)

Department of Information Systems and Operations Management

Bryan School of Business & Economics
479 Bryan Building
336/334-5666
www.uncg.edu/bae/isom

FACULTY

Kwasi Amoako-Gyampah, Professor and Head of Department
Professors Ehrhardt, Hershey, Palvia, Weeks (Dean of the Bryan School)
Associate Professors , Eatman, Gargeya, Taube
Assistant Professors Iyer, Nemati, Salam, R. Singh, VanDyke
Lecturers Bowers, Fu, Knapp, Lockley

Mission Statement

Our mission is to integrate quality instruction in information systems and operations management with relevant research and professional services. This integration will help students develop an appropriate background and critical skills needed to function effectively in a global, technology-driven environment. We strive to fulfill this mission as an integral part of the Bryan School of Business and Economics and in support of its mission and purposes. Our chief goal is to provide top-tier information systems and operations management programs in North Carolina as assessed by employers of our graduates.

Programs offered by the department include study of information technology and process analysis applied to business operations and management decision making. Career opportunities are excellent for quality graduates of either of the concentrations. All students in departmental programs gain extensive experience using networked computer systems and contemporary applications software.

The department assists professional student development, and assists students with career planning. Students with appropriate academic records are encouraged to seek an internship as juniors or seniors.

Admission and Repeat Policies

Admission to the ISOM Department requires a minimum cumulative GPA of 2.0.

Requirements in future years may be higher or lower depending upon departmental capacity and student demand. If enrollments threaten program quality, students' registration in upper level courses will be based upon their cumulative GPAs. Information about current ISM admission requirements and policies is available in Rooms 479 and 232 in the Bryan Building.

Information Systems and Operations Management Major (ISOM)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations & AOS Codes:
Information Systems, U313
Supply Chain Management, U339

GENERAL PROGRAM REQUIREMENTS

1. Formal admission to the Department of Information Systems and Operations Management, including the following:
   a. Successful completion of ACC 201, 202; CST 105; ECO 201, 202, 250; ENG 101 or FMS 115 or RCO 101, and ENG 102; ISM 110, 280; and MAT 120* or 191
   b. Grade of C or higher in ISM 110
   c. A cumulative GPA of at least 2.0
2. For IS concentration: grades of C or better in ISM 210, 240, 280, 301, 310 and 318
   For SCM concentration: grade of C or better in ISM 210, 240, 280, 301, 318, and C or better in SCM 302, 306, and 402
3. 122 s.h.
4. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
Required: Foreign language XXX 203B (e.g., SPA 203B) or equivalent	
Mathematics (GMT)	3
MAT 120 or 191	

Reasoning and Discourse (GRD) 6
ENG 101 or FMS 115 or RCO 101, and ENG 102
Social and Behavioral Sciences (GSB) 6
ECO 201 and 202

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
Four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

For Both Concentrations

1. ISM 110, 210, 240, 280, 301, 318, 321, and SCM 302
2. Related areas: ACC 201, 202; BUS 105A**; CST 105*; ECO 201*, 202*, 250, 300*; ENG 101*, 102*; FIN 315; MAT 120* or 191*; MGT 301*, 309*, 312, 330, 491; MKT 320
3. Nine (9) s.h. of a foreign language*; see p. 73 for requirement details.

**MAT 120 or 191 fulfills GEC MT; ENG 101, and ENG 102 or CST 105 fulfill GEC RD; ECO 201 and 202 fulfill GEC SB; ECO 300, MGT 301, and foreign language fulfill 9–12 s.h. of GL/GN requirement; MGT 309 fulfills major WI and SI requirements; CST 105 fulfills SI requirement outside major.*

***BUS 105A is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.*

Information Systems Concentration

1. Required: ISM 310, 452
2. Six s.h. of electives from: ISM 325, SCM 306, 402 or other approved electives

Supply Chain Management Concentration

1. Required: SCM 306, 402, 432
2. Three s.h. from: ISM 310, 325, SCM 304, or other approved electives

IV Electives

Electives sufficient to complete 122 total semester hours required for the degree.

Accounting & Information Systems Major (ACIS)

Degree: Bachelor of Science

Required: 126 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U302

This major is offered jointly with the Department of Accounting. See complete requirements on p. 86.

Honors in Information Systems and Operations Management

For Honors requirements, check with the departmental office and see Honors Programs information on pp. 208–209.

Information Technology Minor

Required: minimum of 15 semester hours

AOS Code: U318

The Information Technology minor is available to any UNCG student (other than ISOM majors) who is in good standing in the University. The minor complements a variety of professional and arts and sciences fields. It focuses on various IT tools and applications and the use of these technologies to improve decision-making in a variety of professional environments.

Requirements

1. Admission to the minor. See Undergraduate Student Services, 232 Bryan.
2. Minimum GPA of 2.0
3. ISM 110 or equivalent and ISM 210, three additional courses from ISM 206, 280, 324, and SCM 304, for a total of 15 s.h., nine (9) s.h. of which must be successfully completed at UNCG

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT COURSES (ISM)

Courses for Undergraduates

110 Business Computing I (3:3)
Pr. 2.0 GPA
- *Open to freshmen and other students seeking an introduction to computer usage.*

Introduction to computer hardware, software and microcomputer applications including electronic mail, word processing, graphics, spreadsheets, and network functions.

206 Web Design and Development (3:3)
Pr. C or better in ISM 110, or permission of instructor; 2.0 GPA

Students learn skills needed to design effective Web pages by studying the best practices in site design and using leading-edge design and development tools and techniques. (FALL OR SPRING)

210 Business Computing II (3:3)
Pr. grade of C or better in 110 or equivalent and a grade of C or better in MAT 115, or permission of instructor; 2.0 GPA

Advanced techniques in the use of microcomputer applications, including desktop publishing, spreadsheets, database systems, and linkages between applications. Study of how end user applications are managed and contribute to business.

240 Business Programming I (3:3)
Pr. grade of C or better in 110 or equivalent, or permission of instructor; 2.0 GPA

Introduction to the planning and creation of computer programs for solving business-related problems. Emphasis on problem analysis and structured programming techniques. Students utilize a procedural programming language.

280 Business Processes and Information Technology (3:3)
Pr. ISM 110 or equivalent; sophomore standing; 2.0 GPA

The nature of business processes and basic information technology. Examination of the use of information technology to support business processes. Includes a review of the development and management of information technology.

301 Systems and Process Analysis (3:3)
Pr. C or better in ISM 210; admission to department or other approved program; 2.0 GPA

Focuses on systems and process concepts such as automation boundaries, feasibility assessments, performance measures, information modelling, process reengineering, quality, and value added. Course emphasizes analysis methodologies.

310 Business Programming II (3:3)
Pr. C or better in ISM 210 and 240; admission to department or other approved program; 2.0 GPA

Study of advanced procedural software structures such as multidimensional arrays and tables, indexed file processing, and interactive processing. Introduction to object oriented software structure such as class definitions, object instances, and class methods.

318 Database Systems (3:3)
Pr. C or better in ISM 210; admission to department or other approved progam; 2.0 GPA

Study of database management systems including their design, implementation, query and use. Includes an extensive case study requiring the development of a multiple table database system for organizational needs.

321 Telecommunications Management (3:3)
Pr. C or better in 210; admission to department; 2.0 GPA

Telecommunications technology and the use of that technology in business. Coverage of voice, data, and video communications and LANs and WANs. Emphasis on the delivery and management of telecommunications services.

324 Information Systems Security (3:3)
Pr. C or better in ISM 280 or permission of instructor; 2.0 GPA

Study of technical and business issues in information systems security, systems security models, analysis of process and technology in systems security, and security policies leading to information assurance. (FALL & SPRING & SUMMER)

325 Topics in Applications Development (1–3)
Pr. admission to the department or permission of instructor; 2.0 GPA; different topics have different prerequisites
Pr. C or better in 310 and 318 for ISM 325V
Pr. C or better in 310 for ISM 325Z
- *May be repeated for credit when topic varies.*

Study of specific application development environments and development tools to support business application development.

411 Undergraduate Internship in ISOM (1–3:0:5–15)
Pr. admission to the ISOM Department and approval of instructor
- *May be repeated for credit for a maximum of 3 s.h.*
- *Grade: Pass/Not Pass (P/NP).*

This course provides students with the opportunity to apply classroom knowledge and skills to a business situation and develop new work management skills and understandings. (FALL & SPRING & SUMMER)

412 Experimental Course: Open Source Software and Applications (3:3)
Pr. 210, 240, or permission of instructor

Study of the Linux operating system, the open source software concept and widely used open source software applications; experience with the installation, administration, and use of open source software. (Offered fall '05)

452 Design of Management Information Systems (3:3)
Pr. C or better in 301, 310 and 318, and admission to the department; 2.0 GPA

Development of cost effective computer-based systems to produce information needed for managerial decision making as specified in the information analysis phase.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

498 Independent Study (1–3)
Pr. permission of instructor, senior standing and approval of written plan of study prior to registration

Individual study of issues or problems in information systems and/or operations management. Student must arrange time and course requirements with instructor prior to registration.

499 Problems in Information Systems and Operations Management (3:3)
Pr. permission of instructor
- *May be repeated for credit with approval of department head.*

Independent study and research with class discussion covering a topic or group of related topics of current interest in information systems and/or operations management.

SUPPLY CHAIN MANAGEMENT COURSES (SCM)

Courses for Undergraduates

302 Operations Management (3:3)
Pr. ECO 250, ISM 280, ACC 202 and either 201 or 218

Survey of the operations functions of organizations with emphasis on design and control decisions. Qualitative and quantitative problem-solving methods used to enhance managerial competence in the operations functions. (Formerly ISM 360)

304 Managing and Organizing Projects (3:3)
Pr. admission to program of study within Bryan School or other professional program approved by the School

An introduction to modern methods for defining, planning, managing, and controlling large projects. Computer software and network modeling are used to support the efficient scheduling of interdependent activities. (SPRING)

306 Business Logistics Management (3:3)
Pr. C or better in ISM 280, and admission to the Department or other approved program

Impact of technology on organizational communications, processes, and performance. Techniques for end user training and for critical evaluation of uses of information technology. (FALL) (Formerly ISM 306)

402 Logistics and Supply Chain Management (3:3)
Pr. C or better in SCM 302 and admission to the Department or other approved program

Roles of distribution and materials management in operations. Topics include inventory and distribution management, purchasing, logistics and supply chain management. Appropriate software used to facilitate decision-making. (FALL) (Formerly ISM 402)

432 Supply Chain Management Project (3:3)
Pr. C or better in ISM 318, SCM 306 and 402, and admission to the Department or other approved program
Semester-long project in Operations and Systems Management. Activities will include project planning, assessment and implementation planning. Development of documentation for management and training materials for end users. (SPRING) (Formerly ISM 432)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Interior Architecture

School of Human Environmental Sciences

325 Petty Building
336/334-5320
www.uncg.edu/iarc

FACULTY
Tom Lambeth, Associate Professor and Chair of Department
Professors Leimenstoll, Mason
Associate Professor Marshall-Baker
Assistant Professors Charest, Hedgecock, Kharbawy, Lucas, Sarawgi

Interior Architecture Major (IARC)

Degree: Bachelor of Science

Required: 142 semester hours, to include at least 36 hours at or above the 300 course level; five (5) years of study

AOS Code: U540

The Interior Architecture program is structured around a continuing sequence of studio courses that help the student develop a deepening mastery of the processes of designing architectural interiors.

The first year presents small-scale problems that take the student through the total design process, from problem identification to graphic communication of the solution. Methods of making and craft are emphasized.

Second-year design studios focus on the development of scale and proportioning systems within the context of interior spaces. Communication skills are stressed.

Third- and fourth-year studio courses deal with typical interior environments, with emphasis on institutional and commercial interiors, but also including residential design, historic restoration, adaptive reuse, and interior product design. Attention is also directed toward the environmental needs of special populations.

Fifth-year design studios provide opportunities for development of undergraduate thesis projects, which are self-directed and mentored by faculty.

The Interior Architecture Internship option provides opportunities for experiential learning in design practice through private design firms, government agencies, or health care facilities.

Accreditation

The Interior Architecture program is accredited by the Foundation for Interior Design Education Research (FIDER) for a six-year period ending July 31, 2006.

Departmental Admission

Enrollment in the Interior Architecture program is limited. Students are admitted on evidence of scholastic and design potential, motivation, and self-direction. A personal interview or group orientation is required. Students may not enroll in interior design courses without formal admission to the Interior Architecture program or written permission of the instructor.

Transfer students applying for advanced studio placement must present to the Interior Architecture screening committee portfolio and transcript evidence of relevant achievement through prior course work or experiences. Transfer students seeking entry into the program must have at least an overall 2.50 grade point average in completed course work.

In order to remain in the Interior Architecture major, students must maintain a minimum overall 2.0 grade point average in the University and in interior design studio courses.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies the following:	
Fine Arts (GFA): ART 100 or 101	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker; IAR 499 satisfies one GL requirement

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive. IAR 201 satisfies this requirement for IAR majors.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, students **must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. IAR 501 satisfies this requirement for IAR majors.

III Major Requirements

1. Studio courses: IAR 101, 102, 201, 202, 301, 302, 411, 412, 501
2. Support courses: IAR 111, 112, 121, 122, 211, 212, 221, 222, 311, 331, 332, 333, 431, 451, 452 or 502
3. Directed Electives: seven (7) s.h. from among the following: IAR 432, 499, 502, 527, 531, 536, 543, 548, 550, 552, 555; ART 150, 220, 221, 226, 228, 241, 252, 281, 285, 340, 341, 344, 347, 348, 442, 446, 529; CRS 211; CST 341; GEO 301, 302, 502; PHI 322, 348, 361; THR 140, 351, 370, 544

IV Related Area Requirements

ART 100* or 101*

**ART 100 or 101 satisfies GFA.*

V Free Electives

Six semester hours of free electives.

Honors in Interior Architecture

Requirements

For Honors requirements, consult the departmental office and see Honors Programs information on pp. 208–209.

International Study Opportunities

The international context is a vital element of the educational experience for Interior Architecture students. Qualified third-, fourth-, and fifth-year students may take advantage of study abroad opportunities in a variety of locations. The Nordic Design Program sends five to seven students each year to Finland for a semester or year abroad. Individuals can also study abroad in Australia, England, Iceland, Denmark, Italy, South Africa, and others. A summer program offers a four-week study tour of selected international sites. International travel grants are available for participating students through the University International Programs Center.

INTERIOR ARCHITECTURE COURSES (IAR)

(Courses formerly carried the prefix HID)

Courses for Undergraduates

101, 102 Environmental Design I, II (4:0:8), (4:0:8)
Pr. admission to the Interior Architecture Program or permission of the instructor
Coreq. to be taken concurrently with 111, 112 and 121, 122
Studio investigations of space design at small scale while exploring properties of basic materials. Development of conceptual thinking.

111, 112 Perception and Communication I, II (2:0:4), (2:0:4)
Pr. admission to the Interior Architecture Program or permission of instructor
Coreq. to be taken concurrently with 101, 102 and 121, 122
Studies designed to increase perceptual awareness and communication skills through exercises in various design and communications media and by investigation of pertinent theoretical concepts and established procedures.

121, 122 Design Graphics I, II (2:0:4), (2:0:4)
Pr. admission to the Interior Architecture Program or permission of instructor
Coreq. to be taken concurrently with 101, 102 and 121, 122
Study of basic technical drawing processes and development of graphic skills used to produce measured drawings as applied to architectural, interior and furniture design.

201, 202 Basic Environmental Design III, IV (6:3:6), (6:3:6)
Pr. 102
Studio investigations of spaces as articulated by the interaction of individual and place. Emphasis placed on cognitive understanding of design process, light and color, construction systems, and ongoing study of materials. IAR 201 taught as Speaking-Intensive (SI).

205 The House and Its Furnishings (3:3)
• *Open to non-majors.*
Evaluation of housing alternatives; planning furnishings according to space use, aesthetics, economy, and individuality.

211, 212 Visual Communication I, II (2:0:4), (2:0:4)
Pr. 112
Two- and three-dimensional visual studies related to conceptual and definitive aspects of design process. Exercises aimed at developing a mastery of both technical and non-technical methods of visual communication.

221, 222 History of Design I, II (3:3), (3:3)
GE Core: GFA *GE Marker: GL*
Survey of design forms evolved in response to humankind's needs for community, architecture, furnishings, and artifacts, with development from prehistoric to modern eras in cultural, political, and technological contexts.

301 Interior Architecture I (6:3:6)
Pr. 202, 212
Studio investigations of increasingly complex spaces as articulated by the interaction of individual and place. Special emphasis on light, color, materials and structure as aspects of spatial design.

302 Interior Architecture II (6:3:6)
Pr. 301
Design investigations of spaces of increasing scale and complexity articulated by the interaction of individual and place. Special emphasis on social/behavioral aspects of interior architecture and responsibilities of designer to society.

311 Computer-Aided Design for Interior Architecture (3:3:0)
Pr. 102, 112, or permission of instructor
• *Required of all majors.*
Introduction to computer-aided design technology, historical context, and professional use in interior architecture and design. Use of CAD equipment and production of design drawings.

321 Design Perspectives (3:3)
GE Core: GFA *GE Marker: GL*
Study of design framed by underlying historical and philosophical paradigms. Exploration of architectural landscapes within a societal context, from a modern perspective, and situated on a historical horizon. (FALL)

331 Social and Behavioral Aspects of Interior Architecture (3:3)
Pr. 201
Introduction to literature and methods of environmental design research as it applies to interior environments.

332 Materials, Methods, and Technologies of Interior Architecture I (3:3)
Pr. 101, 102, 201
Study of building materials, structural elements, environmental controls, mechanical systems and other components of interior architecture. Emphasis on historical precedents and contemporary applications.

333 Materials, Methods, and Technologies of Interior Architecture II (3:1:4)
Pr. 202, 212, 332
Study of variables in climate, mechanical, electrical, plumbing, detection, and conveyance systems and their effects upon interior spaces. Lecture and laboratory investigation of design with environmental control components and systems.

355 Housing and Community (3:3)
Introduction to housing as an environment for living. Sociological, psychological, economic, and technological aspects of shelter explored from both historical and contemporary perspectives.

411 Interior Architecture III (6:3:6)
Pr. 301, 302
Studio investigations of multi-function environments incorporating understanding of light, color, materials, structure, and technology. Emphasis on individual competence with respect to design process.

412 Interior Architecture IV (6:3:6)
Pr. 411
Studio explorations encompassing the full range of interior architecture scale and complexity. Emphasis on individual competence with respect to design process.

431 Interior Lighting Design (3:1:4)
Pr. 101, 102, 301
Exploration of light as a design element in interior architecture: uses and control of light, lighting fixtures, and lighting installation for desired effect. Emphasis placed on experimentation with light in relation to other elements.

432 Special Problems in Interior Architecture (1–4)
Pr. permission of instructor with whom student wishes to work
- *May be repeated for credit up to maximum of 8 s.h.*

Independent study of topics of special interest.

451 Professional Practice in Interior Architecture (3:3)
Pr. open to third-, fourth-, and fifth-year students in interior architecture
Investigation of business, legal, ethical aspects of professional practice in interior architecture by students, staff, and guest speakers.

452 Internship in Interior Architecture (4–6)
Pr. permission of instructor
- *May be taken twice for total of 10 s.h. credit.*

Design-relevant internship experiences in off-campus organizations. Approved learning plan required prior to beginning experience.

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

499 International Field Studies in Interior Architecture (4–6)
GE Marker: GL
Investigation of international design contexts to be formulated in collaboration with faculty and undertaken through study abroad programs.

Courses for Advanced Undergraduates & Graduate Students

500 Supervised Professional Experience (1–4:0:3–12)
Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with the major course of study of the student.

501, 502 Advanced Interior Architecture I, II (6:0:12), (6:0:12)
Advanced design problems having complex functional, social, and economic implications, with emphasis on problem identification, formulation, and design development.

527 Problems in Interior Architecture (2–6)
Individual study.

531 Design Seminar (2:2)
Pr. permission of instructor
- *May be repeated for a total of 4 s.h. credit.*

Investigation of current research and subjects of topical interest in environmental design.

535 Architectural Lighting Design (2:2)
Study of architectural lighting design: uses and control of light, lighting fixtures, and lighting installation for desired effect.

536 History of Decorative Arts (3:3)
Study of stylistic and cultural developments in the decorative arts with special concentration on America. (Same as HIS 536)

540 Evolution of Furniture (3:3)
Pr. ART 100 or 101, or IAR 222, or permission of instructor
A study of basic furniture forms—chairs, stools, tables, beds, chests—that follows a chronological route from Ancient Egypt to 21st-century Minimalism and examines changes in each historic period. (SPRING)

541 Contemporary Trends in Interior Product Design (3:3)
Pr. ART 100 or 101, or IAR 222, or permission of instructor. IAR 540 recommended.
Focusing on furniture, lighting, and textiles, the course studies trade events, showrooms, retailers, designers, and trade and consumer media all as forces shaping 21st-century trends. (FALL)

543 Historic Preservation: Principles and Practice (3:3)
Pr. IAR 221, 222, or permission of instructor
Change in historic preservation theory and practice since the 1800s with emphasis on preservation of built environment, and development of philosophical approach for designers to contemporary preservation projects. (Same as HIS 543)

545 Southern History and Southern Material Culture in a Museum Context (3)
Pr. permission of instructor; students must submit written application
- *May be repeated for credit when topic varies, with permission of instructor.*

Combined southern history and material culture with a museum practicum. Offered each summer at the Museum of Early Southern Decorative Arts in Winston-Salem. Students selected by individual application. (SUMMER) (Same as HIS 545)

547 History Museum Curatorship: Collections Management (3:3)
Pr. admission to a graduate program in history or interior design, or permission of instructor
Professional practices in the care and management of historic site and history museum collections, including principles of collection development, object registration, cataloging, and preservation. (ALT SPRING) (Same as HIS 547)

548 Architectural Conservation (3:3)
Pr. IAR 301, 332, or permission of instructor
Overview of contemporary architectural conservation principles, practice and technology. Field exercises, group projects and investigation of an individual research topic expand upon lectures and readings. (Same as HIS 548)

552 History and Theories of Material Culture (3:3)
Pr. admission to a graduate program in history or interior design, or permission of instructor
Material culture as it has been defined and interpreted in the past by scholars from the disciplines of History, Anthropology, Geography, Art History, Psychology, Linguistics, and Archaeology. (Spring) (Same as HIS 552)

555 Field Methods in Preservation Technology (3:1:6)
Pr. admission to a graduate program in history or interior design, or permission of instructor
Intensive on-site fieldwork experience addressing issues of architectural conservation and historic building technology. Includes methods, techniques, and theories of preservation technology and accepted conservation practices. (Summer) (Same as HIS 555)

560 Advanced Computer-Aided Design and Research Seminar (3:3)
Pr. one course in CAD applications, two years of design studio experience, and one design history course, or permission of the instructor
With specific attention to how computational tools affect interior architectural design decision-making processes, rigorous examination of their origins, evolution, applications, and significance will be undertaken. (Fall)

565 Materials and Methodologies Seminar (3:3)
Pr. IAR 301 or graduate standing or permission of instructor
Investigation of materials, methods, and technologies for the design, fabrication, manufacturing, and production of products and components of interior architecture. (Alt Fall)

578 Research Methods in Historical Archaeology (3:3)
Pr. Junior, senior or graduate status
Training in research methods in Historic Archaeology. Involves on-site training in field, laboratory and library components of Historic Archaeology. (Same as ATY 578 and HIS 578)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

International Business Studies Program

Bryan School of Business & Economics
441 Bryan Building
336/334-3052
www.uncg.edu/bae/ibs

Committee Members
Riad A. Ajami, Chair, Director, Center for Global Business Education and Research
Lydia Arledge, Bryan School of Business and Economics Undergraduate Student Services
C. Edward Arrington, Department of Accounting
Chang Choi, Department of Business Administration
William Crowther, Department of Political Science
Thomas Fitzgerald, Department of Anthropology
Paul Muchinsky, Department of Business Administration
Hamid Nemati, Department of Information Systems and Operations Management
Nicholas Williamson, Department of Business Administration
James Woodley, Department of Business Administration

Mission Statement

The mission of the International Business Studies Program Major is to contribute to the strategic focus of the Bryan School by providing students the best possible preparation for careers in a global economy. The program recognizes the importance of language proficiency and the multicultural nature of international business. Those needs are addressed by using an interdisciplinary approach that emphasizes both understanding the business and economic institutions and practices in the global environment and the nature of culture and the role it plays in international business together with language proficiency.

The International Business Studies major is an interdisciplinary program in the Bryan School of Business and Economics administratively located in the Center for Global Business Education and Research. The program is distinctive in the Bryan School by requiring experiences and competence in areas such as language and study abroad that are not required in other business programs. The need to understand other cultures, societies, and economies is met by requiring/recommending more in liberal education and cognate areas than is required in General Education requirements for other business programs.

International Business Studies Major (INTB)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U830

General Program Requirements

1. Formal admission to the International Business Studies Program:
   a. Successful completion of ACC 201 or 218, 202; CST 105; ECO 201, 202, 250; ENG 101 or FMS 115 or RCO 101, and ENG 102; ISM 110, 280; and MAT 120* or 191; and a foreign language at the intermediate level (e.g., FRE 204).
   b. A cumulative GPA of at least 2.50

2. 122 s.h.
3. Maintenance of a 2.50 overall GPA
4. One semester study abroad
5. At least 50 percent of the business credit hours required for the degree must be earned at UNCG

**MAT 100 and MAT 115 may be needed as prerequisites for MAT 120 depending upon math placement test score or completion of previous college math.*

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
Mathematics (GMT)	3
MAT 120 or 191	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and ENG 102	
Social and Behavioral Sciences (GSB)	6
ECO 201 and 202	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers: 3–6 s.h. (1–2 courses) of the same foreign language depending upon placement; 2–3 additional GL/GN courses, one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

1. Fundamentals of Business (45 s.h.)
   ACC 201 or 218, 202; BUS 105A**; CST 105*; ECO 201*, 202*, 250, 300*; ENG 101*, 102*; FIN 315; ISM 110, 280; MAT 120* or 191*; MGT 301*, 309*, 312, 330, 491; MKT 320; SCM 302

**MAT 120 or 191 fulfills GMT; ENG 101, and ENG 102 or CST 105 fulfill GRD; ECO 201 and 202 fulfill GSB; ECO 300, MGT 301, and foreign language fulfill 9–12 s.h. of GL/GN requirement; MGT 309 fulfills major WI and SI requirements; CST 105 fulfills SI requirement outside major.*

***BUS 105A is for students entering UNCG as freshmen and must be taken during the first two semesters of enrollment.*

2. International Studies (18–24 s.h.)
   Six s.h. in a foreign language at the intermediate level (203–204 level)

   Six s.h. in a foreign language beyond the intermediate level in literature, 300-level conversation, or intensive language study in a foreign country

   Non-native speakers of English are exempted from the foreign language requirements and from the six s.h. of literature, conversation or foreign study.

   Three s.h. in core International Studies courses: INS 233A

   Three to nine s.h. in country/regional specific courses taken in a foreign country (e.g., Mexican Culture, Latin American Tradition and Culture, Doing Business in the European Union)
3. Nine to ten s.h. in one of the following categories (9–10 s.h.)
   Marketing: MKT 426, plus two courses from MKT 321, 326, 327, 421, 422, or 424

   Economics: ECO 360 or 365, plus any two ECO courses above the 300 level

   Finance: FIN 330, 442, and 410

   Accounting: ACC 203 and 318, plus two courses above ACC 318

   Human Resource Management: MGT 313, plus two courses from MGT 314, 315, 317, or 475

   Management: Three courses from MGT 332, 354, 375, or 470

   Under special circumstances and with the permission of the Committee, some substitutions for required courses may be made.
4. One additional GEC Reasoning & Discourse course (3 s.h.): required: CST 105
   One additional GEC Social and Behavioral Science course (3 s.h.): recommended: ATY 212; GEO 105, 202, 344; PSC 240, 260; SOC 101

IV Electives

Electives sufficient to complete the 122 semester hours required for the degree.

International Studies Program

College of Arts & Sciences
200 Foust Building
336/334-5989
www.uncg.edu/ins

Robert Griffiths, Director, International Studies Program

COMMITTEE MEMBERS
Kathleen Ahern, Department of German & Russian
Julie Brown, Department of Sociology
Roberto Campo, Department of Romance Languages
Betty Carpenter, Residential College
William Crowther, Department of Political Science
Keith Debbage, Department of Geography
Colleen Kriger, Department of History
Mark Schumacher, Jackson Library

Rationale and Course Content

The International Studies program focuses on international issues, areas of investigation, and concerns that lie outside the parameters of traditional academic disciplines. The goals of the program are to enrich, complement, and coordinate departmental offerings and to provide a range of skills for students preparing careers in which knowledge of foreign cultures and understanding of global processes are important. All students must take two core seminars: INS 233 and INS 400. INS 400 may be taken twice—once in the junior year (as INS 400A) and once in the senior year (as INS 400B). Students participating in International Studies Program are strongly encouraged to study abroad as an integral part of their undergraduate education.

Students participating in International Studies with a major, second major, or minor choose one of three areas of concentration:

I: Global Affairs and International Development (major or minor): A study of interdependence among peoples, governments, and nations of the world as problems of progress or survival bear on the future of the entire planet. May focus on socioeconomics and political change as they affect relationships between nations.

II: Inter-Cultural Studies (major or minor): A study of the common, yet varied human experience through the arts, literature, and the social sciences, focusing on problems of understanding.

III: Regional Studies: Study of the languages, peoples and nations of four specific regions.
- a. Russian Studies (major or minor)
- b. European Studies (second major or minor)
- c. African Studies (minor)
- d. Asian Studies (minor)

In all areas of concentration, the course of study includes completion of a modern foreign language (which must be Russian in the case of Russian Studies) through one year above the intermediate level, the two core seminars (INS 233 and INS 400), and additional courses selected according to the student's special interests in consultation with the Director of the Program. In declaring a major, second major, or minor, the student will file a Plan of Study, signed by the Director, with the Office of Student Academic Services. This Plan will be used to determine whether the requirements of the program have been satisfied. Students whose particular interests are not satisfactorily addressed by the areas of concentration listed above may design a coherent plan in a different area, in consultation with the Director of International Studies Program.

Special Programs in Liberal Studies Major—International Studies Concentration (SPLS)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Concentrations and AOS Codes:
Global Affairs and International Development, U809
Inter Cultural Studies, U810
European Studies, U812
Russian Studies, U802
African Studies (minor only), U818
Asian Studies (minor only), U819

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) — one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) — ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
Required: Four GL/GN courses, to include INS 233A (GN) or INS 233B (GL), plus three additional GL/GN courses (one of the four must carry the GN marker)

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture 3
either a GHP/GPM or GMO course
Natural Sciences 3–4
one additional GNS/GLS or GPS course
Social and Behavioral Sciences (GSB) 3
one additional GSB course
Foreign Language (GFL) 0–12
Intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204
Writing Intensive Courses (WI)
A total of four WI courses

IV Major Requirements

27 semester hours above the 100 level. To complete a second major, at least 12 hours must be taken outside the major in which the first major is obtained.

A. Foreign Language Requirements (6 s.h.)
One year beyond the intermediate level of a modern foreign language
B. Core Courses (6 s.h.)
INS 233A or 233B; INS 400A or 400B
C. Additional courses (15 s.h.)
To be selected from the following categories, with no more than two courses from any one category:
1. Arts and Literature: Any course in the Arts and Literature with a focus (½ or more) on international materials (i.e., excluding the United States), or any course reading literature in a foreign language above the 200 level
2. Society and Politics: Any course with a primary focus on international social, historical, and political issues
3. Economics and Environment: Any course with a primary focus on international dimensions of economics and on environmental issues
4. Culture & Belief Systems: Any course with a primary focus on ideological, religious, or philosophical issues and their international impact

INS 333 may be included for credit in any of these four categories depending upon the content of the course, which may vary from semester to semester

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

International Studies Minor

Required: 18 semester hours above the 100 level

A. Language Requirements (6 s.h.)
One year beyond the Intermediate level of a modern foreign language.
B. Core courses (6 s.h.)
INS 233A or 233B; INS 400A or 400B
C. Additional courses (6 s.h.)
To be selected from the same categories listed above under Major Requirements, with no more than one course from any one category.

INTERNATIONAL STUDIES COURSES (INS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

For Undergraduates

233A, 233B International Studies Seminar (3:3)
GE Marker: INS 233A meets GN; INS 233B meets GL
- *Required for majors.*

Interdisciplinary seminar designed to introduce students to substantive concerns of International Studies and the methods of investigation employed in it. An effort is made to increase student awareness of global problems through library research, interviews, and field trips.

333 Selected Topics: International Studies (3:3)
- *Required for majors.*

An advanced level course usually offered once a year concentrating on specific topics of international concern. The content of this course may grow out of materials explored initially in INS 233. The faculty welcomes and encourages student suggestions in planning INS 333.

400A, 400B Seminar in International Studies (3:3), (3:3)
Pr. International Studies program majors or permission of instructor required
- *Required for all majors in International Studies Program.*
- *Maximum credit 6 s.h.*

Interdisciplinary seminar dealing with contemporary problems in international affairs. 400A in junior year; 400B in senior year.

Italian

(see Romance Languages)

Japanese

(see German, Russian, Japanese)

Latin

(see Classical Studies)

Liberal Studies

see the individual programs for Special Programs in Liberal Studies:

Archaeology Program, p. 94

Bachelor of Arts in Liberal Studies, Humanities concentration, p. 215

Environmental Studies Program, p. 175

International Studies Program, p. 225

Linguistics Program, p. 227

See The Graduate School Bulletin *for Master of Arts in Liberal Studies courses.*

Department of Library & Information Studies

School of Education

349 Curry Building
336/334-3477
www.uncg.edu/lis

FACULTY

Lee Shiflett, Professor and Chair of the Department
Professor Carmichael
Associate Professors Barron, Kovacs
Assistant Professors Cogdell, Hersberger, Reinhart, Rioux

This program is accredited by the American Library Association and leads to the Master of Library and Information Studies degree and appropriate state-level certification for school media personnel and public librarians.

Library and Information Studies Major

Degree offered—Master of Library and Information Studies, MLIS

Please see *The Graduate School Bulletin* for a complete description of the requirements of this program.

There are no undergraduate areas of study offered by this department.

LIBRARY AND INFORMATION STUDIES COURSES (LIS)

Courses for Undergraduates

120 Introduction to Instructional Technology for Educational Settings (1:1:1)

- *For students seeking initial North Carolina teaching licensure in any area.*
- *Students may not receive credit for both LIS 120 and CUI 120.*

Provides an introduction to instructional technology, knowledge, and skills for classroom settings. (FALL & SPRING & SUMMER) (Same as CUI 120)

Courses for Advanced Undergraduates & Graduate Students

505 Introduction to Archival Management (3:3)
Pr. permission of instructor

Principles of archival management, featuring both classroom instruction in archival theory and practical experience in manuscript repositories and public and private archives. (Same as HIS 505)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Linguistics Program

College of Arts & Sciences

237 B McIver
336/334-5726

COMMITTEE MEMBERS

David Wharton, Department of Classical Studies and Director, Linguistics Program
Nancy Myers, Department of English
Jacqueline Cimorelli, Department of Communication Sciences and Disorders

Students at UNCG may major or minor in Linguistics through the University's Special Programs in Liberal Studies. Linguistics majors and minors undertake the formal study of language in several disciplines of the social sciences and humanities, and are prepared for graduate work in many fields as well as for further study for careers in teaching, especially in language arts, foreign languages, and communication studies. Linguistics serves especially well as a second major for majors in Anthropology, Classical Studies, Communication Sciences and Disorders, Communication Studies, English, French, German, or Spanish. Linguistics majors who double major in English, Classical Studies with a concentration in Latin, French, German, Spanish, or Education of Deaf Children may also pursue "A" teacher licensure in those areas.

The Linguistics concentration gives students a broad-based grounding in the modern, empirical study of sound, form, structure, and meaning in language, as well as in the ways that language interacts with society and culture. The Applied Linguistics concentration gives students a firm grounding in linguistics as a preparation for teaching English as a second language, for teaching in multilingual contexts, for clinical work or research in communications sciences and disorders, and for teaching deaf or hard-of-hearing students.

Special Programs in Liberal Studies Major—Concentration in Linguistics (B.A.) (SPLS)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Linguistics, U806
Applied Linguistics, U801

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Program specifies courses for:	
One additional GLT course *(student may select)*	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and PHI 310	
Social and Behavioral Sciences (GSB)	6
required: SES 240 and one additional GSB course	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

Linguistics Concentration

Minimum 27 semester hours above the 100 level to include the following:

1. Core Courses (15 s.h.)
   LIN 111 or ENG 111; LIN 262* or ENG 262*; CSD 306; LIN 336 or CCI 336; PHI 310*

**PHI 310 satisfies one GRD; LIN/ENG 262 satisfies one GSB.*

2. Advanced Foreign Language Competence (0–18 s.h.)

Linguistics majors with a concentration in Linguistics are required to have the equivalent of 6 semesters of foreign language study. This requirement may be met in the following ways:

- Six semesters of a single ancient or modern language, such as French, German, Greek, Japanese, Latin, Russian, or Spanish.
- Four semesters of one language (e.g., French) plus two semesters of a second language (e.g., Greek). Students using this option may use two semesters of Sign Language as their second language.
- Students may fulfill part or all of this requirement by demonstrated proficiency in one or more foreign languages or Sign Language. The normal benchmark for proficiency is the appropriate score(s) on UNCG departmental language placement exams.

Students whose primary major is in the College of Arts and Sciences would normally fulfill part of this requirement with their GFL requirement, and would complete it with 6 additional semester hours of language study, either in their GFL language, or in a second foreign language, or in Sign Language.

Applied Linguistics Concentration

Minimum 27 semester hours above the 100 level to include the following:

1. Core Courses (15 s.h.)
   LIN 111 or ENG 111; CSD 306; LIN 262* or ENG 262*; LIN 302 or ENG 302 or CSD 250; CSD 308 or SES 240
2. Modern Foreign Language Competence (0–12 s.h.)

**LIN/ENG 262 satisfies one GSB.*

Intermediate competence in a modern foreign language is required. The normal benchmark for this requirement is successful study of a modern foreign language through the fourth semester, e.g., SPA 204, or GER 204, but, alternatively, students may meet this requirement by achieving the requisite score on a departmental language placement exam. Students whose primary major is in the College of Arts and Sciences would normally fulfill this requirement with their GFL language.

Those who plan to work with deaf or hard-of-hearing students are also strongly encouraged to study Sign Language, though they should be aware that Sign Language does not fulfill either the College GFL or the Applied Linguistics Modern Foreign Language Competence requirement.

V Electives

Linguistics Concentration

At least 9 s.h. from any of the following courses:

ATY 385, 585, 587; CST 300, 502, 559; ENG 260, 513; FRE 315, 511; GER 307, 407; LAT 531; PHI 565; PSY 483; RUS 301; SPA 315, 416, 516

The 300-and-above language courses in the above list may be counted as elective hours and be used in partial fulfillment of the advanced foreign language competence requirement.

Special topics or independent study courses may also count for elective credit in the Linguistics concentration if they have substantial linguistic content and are approved by the Linguistics Committee.

Applied Linguistics Concentration

At least 9 s.h. from any of the following courses:

ATY 385, 585; CSD 588; CUI 516, 526, 589; ENG 321; PSY 483

Special topics or independent study courses may also count for elective credit in the Applied Linguistics concentration if they have substantial linguistic content and are approved by the Linguistics Committee.

Linguistics Minor

Required: minimum of 15 semester hours

The minor in Linguistics consists of a minimum of 15 semester hours above the 100 level. Of these, 9 hours must be chosen from the core courses in either concentration. The additional hours may be chosen from any of the courses listed above.

LINGUISTICS COURSES (LIN)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

111 Introduction to Linguistics (3:3)

Introductory study of the science of language: principles of sound, meaning, structure, use, and the interactions of language and society. (Same as CCI 111 and ENG 111)

262 Sociolinguistics (3:3)

GE Core: GSB

Introduction to language in its sociocultural context. Topics covered: geographical and social dialects, language and identity, domains of language use, language attitudes, and the nature of multilingual societies. (ALT) (Same as ENG 262)

302 Second Language Acquisition (3:3)

Survey of language acquisition theories, including first and second language development issues; theoretical and pedagogical approaches to working with linguistically and culturally diverse learners. (ALT) (Same as ENG 302)

336 Language Change (3:3)

Pr. LIN 111, ENG 111, or ATY 387, or permission of instructor

What makes languages change and how does language change affect individuals and societies? Survey of the empirical study of language change, with insights drawn from linguistics, sociolinguistics, and anthropology. (Same as CCI 336)

Management

(see Business Administration)

Marketing

(see Business Administration)

Department of Mathematical Sciences

including Computer Science, Mathematics, and Statistics

College of Arts & Sciences

383 Bryan Building
336/334-5836
www.uncg.edu/mat

FACULTY

Alex Chigogidze, Professor and Head of Department

Professors Blanchet-Sadri, Duvall, Gupta, Lea, Sadri, J.Vaughan, T. Vaughan

Associate Professor Fabiano

Assistant Professors Byrd, Chhetri, Davis, Erovenko, Fu, Green, Richter, Rychtar, Suthaharan

Instructor Kilgariff

Lecturers Armstrong, Bass, Blackmon, Bradley, Carter, Case, Fritz, Harris, Howell, O'Connor, Shelton, Weigel

The Department of Mathematical Sciences offers undergraduate programs leading to the B.A. and B.S. degrees in Mathematics and the B.S. degree in Computer Science. The B.S. degree in Computer Science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology. The Department also offers graduate programs leading to the M.A. degree in Mathematics (with specialities available in pure mathematics, applied mathematics, or applied statistics), and the M.S. degree in Computer Science.

Mathematics and Computer Science are excellent majors for the student whose immediate objective is to acquire a strong liberal arts education. The goal of all of the Department's programs is to produce students who are both technically competent and sufficiently well grounded in theory that they can contribute to fundamental research in their chosen specialty. To give a professional direction to the student's liberal arts education, the mathematics major may elect a concentration in pure mathematics, applied mathematics, statistics or computer science, or seek secondary teacher licensure. Students seeking secondary teacher licensure should see **Teacher Education Programs**.

There are many opportunities for the undergraduate majors in the mathematical sciences in industry, government, business, and secondary school teaching. An undergraduate major in the mathematical sciences also provides excellent preparation for graduate studies in many areas, including actuarial sciences, computer science, economics, engineering, law, mathematics, operations research, and statistics. The majors can be specialized to allow preparation for any of these goals.

The department offices, classrooms, and study areas are located in the Bryan Building. Students have access to computing facilities including personal computer laboratories and workstations. The campus is fully networked locally. The University is an Internet node, and students and faculty have access to the Internet's many features.

Mathematics Major (MATH)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U179

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Pure Mathematics, U853
Applied Mathematics, U852
Computer Science, U182
Interdisciplinary, U178
Statistics, U184
Bioinformatics, U839

Requirements for the Bachelor of Arts and Bachelor of Science

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT, GFA, or GPR course	3
required: one additional GLT course	
Mathematics (GMT)	3
required: MAT 191	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

The mathematics major must complete courses as specified below, and must have a minimum grade point average of 2.0 in MAT/CSC/STA courses required for the major.

It is strongly recommended that students planning to pursue graduate study in Mathematics include at least two courses from MAT 591, 592, 595, 596, and two other courses from MAT 514, 515, 516, 517, 518, 522, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, 596.

Mathematics Major Core

Every mathematics major, with the exception of the Statistics concentration in the B.S. degree, must complete the following core courses: MAT 191*, 292, 293, 310, 311, 390, 394, 395; STA 271; CSC 130 or 230 or 231.

**MAT 191 satisfies GMT.*

Requirements for the Bachelor of Arts

1. Mathematics Major Core (30 s.h.)
2. One 500-level MAT course (excluding 503, 504, 505, 513) (3 s.h.)

Requirements for the Bachelor of Science

There are six concentrations in the Bachelor of Science degree: Pure Mathematics, Applied Mathematics, Computer Science, Interdisciplinary, Statistics, and Bioinformatics. Students must select a concentration.

Pure Mathematics Concentration

1. Mathematics Major Core (30 s.h.)
2. Three courses chosen from the following (9 s.h.): MAT 514, 515, 517, 518, 522, 531, 532, 540, 545, 591, 592, 595, 596
3. Three additional courses chosen from the following (9 s.h.): any MAT course 200 level or above (excluding 220, 303, 304, 503, 504, 505, 513); CSC 322, 523, 524, 553, 555; STA 351, 352, 551, 552, 573, 574, 575
4. PHY 291, 292; or CHE 111, 112, 114, 115; or BIO 111, 112

Applied Mathematics Concentration

1. Mathematics Major Core (30 s.h.)
2. Two courses chosen from the following, one of which must be a MAT course (6 s.h.): MAT 522, 531, 532, 540, 545, 546, 549, 556; CSC 523, 524, 526; STA 551, 552
3. Three additional courses chosen from the following (9 s.h.): any MAT course 200 level or above (excluding 220, 303, 304, 503, 504, 505, 513); CSC 261, 322, 330, 523, 524, 526, 529, 539, 553, 555, 561; STA 351, 352, 551, 552, 573, 574, 575; ECO 301, 319, 351; PHY 323, 325, 423, 426; CHE 242, 461, 462
4. PHY 291, 292; or CHE 111, 112, 114, 115; or BIO 111, 112

Computer Science Concentration

1. Mathematics Major Core (30 s.h.)
2. Additional required courses (6 s.h.): MAT 253, 353
3. Two 500-level courses chosen from the following (6 s.h.): MAT 515, 531, 532, 541, 542, 549, 556; CSC 523, 524, 526, 553, 555; STA 551, 552
4. Three additional courses chosen from the following (9 s.h., at least 6 of which must be at the 500 level): any MAT course 300 level or above (excluding 303, 304, 503, 504, 505, 513); CSC 322, 523, 524, 526, 553, 555, 593, 594; STA 351, 352, 551, 552, 573, 574, 575, 593, 594
5. Required CSC courses: CSC 130, 230, 330; one of CSC 339, 340; two 400- or 500-level CSC courses (if not already taken in (3) or (4) above)
6. One 500-level MAT course (excluding 503, 504, 505, 513), if not already taken in (3) or (4) above
7. PHY 291, 292; or CHE 111, 112, 114, 115; or BIO 111, 112

Interdisciplinary Concentration

This program provides students the flexibility to seek specialization in a math-related area, such as economics, physics, mathematical biology, mathematical chemistry, biostatistics, quantitative business, actuarial science, etc.

In consultation with a faculty advisor, each student prepares a program of study suited to his or her interests and goals. The program of study includes a core of mathematics courses and must be approved by the director of undergraduate studies in the department. Sample programs of study are available from the department.

1. Mathematics Major Core (30 s.h.)
2. One 500-level MAT course (excluding 503, 504, 505, 513) (3 s.h.)
3. Five additional electives (at least 3 s.h. each) at the 300 level or above, chosen according to the student's area of specialization (15+ s.h.)

Statistics Concentration

1. Required Core Courses (19 s.h.): MAT 191*, 292, 293, 310, 394, 490; CSC 130 or 230 or 231
2. Required Statistics Courses (12 s.h.): STA 290, 291, 551, 552
3. Two additional STA courses 300 level or above (6 s.h.)
4. Two additional courses chosen from the following (6 s.h.): Any STA course 300 level or above; MAT 353, 531, 541, 542; CSC 523, 524, 526
5. ISM 318, ENG 327, and course work beyond the GEC requirements in an area of application (e.g., BIO, PSY, etc.) recommended

**MAT 191 fulfills GMT.*

Bioinformatics Concentration

1. Mathematics Major Core (30 s.h.)
2. Additional required courses beyond the core (9 s.h.): MAT 253, 353; STA 580
3. Required CSC Courses (18 s.h.): CSC 130, 230, 330, 471, 521, 526
4. Three courses chosen from the following (9 s.h., at least 6 of which must be at the 500 level): BIO 494; CSC 523, 524, 553, 555, 593, 594; MAT 531, 532, 545, 549, 556, 593, 594; STA 351 or 551, 352 or 552, 574, 575, 593, 594
5. At least one 500-level MAT course (excluding 503, 504, 505, 513), if not already taken in (4) above
6. BIO 111*, 112*, 392, 393
7. CHE 111*, 112*

**BIO 111 or 112 satisfies GLS. CHE 111, 112 satisfy GNS.*

Mathematics Major with Secondary Subject-Area Teacher Licensure

AOS Codes:

B.A. in Mathematics with Licensure, U183
B.S. in Mathematics, Pure Mathematics Concentration, with Licensure, U851
B.S. in Mathematics, Applied Mathematics Concentration, with Licensure, U850
B.S. in Mathematics, Computer Science Concentration, with Licensure, U854
B.S. in Mathematics, Statistics Concentration, with Licensure, U855

Students seeking secondary teacher licensure must satisfy the following requirements (note that additional semester hours may be required for the degree.). Please see teacher licensure requirements in **Teacher Education Programs**.

B.A. in Mathematics with Licensure—Students must satisfy the requirements for the B.A. degree and must in addition complete MAT 504, 505, and 513.

B.S. in Mathematics with Licensure—Students must satisfy the requirements for the B.S. degree and must in addition complete MAT 504, 505, and 513. Students in the Statistics concentration must also complete the Mathematics Major Core courses.

Mathematics as a Second Major

Requirements for a Second Major in Mathematics are the same as for the Mathematics Major (B.A. or B.S. degree).

Second Academic Concentration in Mathematics for Elementary Education Majors

Required: minimum of 18 semester hours

1. Core Courses: MAT 191, 292, STA 271, and one MAT course from 220, 253, 293, 310
2. Six (6) s.h. of electives from MAT 220, 253, 293, 310, 311, 353, 390, 394, 503, 504, 513, 514, 519, 531

Mathematics Minor

Required: minimum of 15 semester hours (minimum of 9 hours in residence at UNCG)

The minor in mathematics consists of at least 15 semester hours of work, chosen as follows:

1. MAT 191, 292
2. MAT 310 or 353
3. Six additional s.h. at the 200 level or above consisting of any MAT, CSC, or STA courses that count toward the mathematics major

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

Accelerated Master's Program for Mathematics Majors

Interested students should see Accelerated Master's Programs for Undergraduates for details about the B.A. or B.S. in Mathematics/M.A. in Mathematics program requirements.

Honors in Mathematics

Requirements

For Honors requirements, check with the departmental office and see Honors Programs information on pp. 208–209.

Computer Science Major (CMPS)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Computer Science, U180

Bioinformatics, U838

The B.S. degree in Computer Science program is accredited by the Computing Accreditation Commission of ABET.

Students must maintain a grade point average of at least 2.0 in the core courses, required electives, and required supporting discipline courses.

Because computer science courses change rapidly, it is recommended that the sequence 130, 230, 330 be completed within four (4) consecutive semesters.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: MAT 191	
Natural Sciences (GNS)	7
required: PHY 291 or CHE 111, 112, and one additional GNS course with a different departmental prefix	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 67–69 for requirements and approved courses.

Historical Perspectives on Western Culture	3
either a GHP/GPM or GMO course	
Natural Sciences	3–4
one additional GNS/GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
one additional GSB course	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or completion of course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

Computer Science Concentration

A. Students with no programming experience:
   1. CSC 130, 230 or 231, 261, 312, 330, 339, 340, 490, 553, 562
   2. CSC Electives: 12 additional s.h., selected from any CSC course at the 300 level or above (except 553 and 562)

B. Students with previous programming experience (equivalent to a one-semester course in a high-level programming language):
   1. CSC 231, 261, 312, 330, 339, 340, 490, 553, 562
   2. CSC Electives: 14 additional s.h., selected from any CSC course at the 300 level or above (except 553 and 562)

Bioinformatics Concentration

A. Students with no programming experience:
   1. CSC 130, 230 or 231, 261, 312, 330, 339, 340, 471, 490, 521, 526, 553, 562
   2. CSC Elective: 3 s.h. selected from any CSC course at the 500 level (except 521, 526, 553, 562)

B. Students with previous programming experience (equivalent to a one-semester course in a high-level programming language):
   1. CSC 231, 261, 312, 330, 339, 340, 471, 490, 521, 526, 553, 562
   2. CSC Electives: 5 s.h. selected from any CSC course at the 500 level (except 521, 526, 553, 562)

V Supporting Discipline Requirements

Computer Science Concentration

1. MAT 191*, 253, 292, 293, and one of 310 or 353; STA 271
2. One of MAT 515, 531, 532, 541, 542, 556, STA 551, 552, 580

Bioinformatics Concentration

1. MAT 191*, 253, 292, 293; STA 271, 580

**MAT 191 satisfies GMT.*

VI Science Requirements

Computer Science Concentration

1. Either PHY 291* and 292 or CHE 111*, 112*, 114, 115
2. At least 4 additional s.h. of science courses selected from any course carrying credit toward a biology, chemistry, or physics major.

Bioinformatics Concentration

1. CHE 111*, 112*
2. BIO 111*, 112*, 392, 393

**BIO 111 or 112 satisfies GLS; CHE 111, 112, PHY 291 satisfy GNS.*

Computer Science Minor

Required: minimum of 15 semester hours (minimum of 9 hours in residence at UNCG)

The minor in computer science consists of at least 15 semester hours of work, chosen as follows:

Students with no programming experience

1. MAT 253
2. CSC 130, 230 or 231, 330
3. One of CSC 261, 339, 340

Students with previous programming experience (equivalent to a one-semester course in a high-level programming language):

1. MAT 253
2. CSC 231, 330
3. Two of CSC 261, 339, 340

The Computer Science Minor requires 3 to 4 semesters to complete.

NOTE: All minor programs must be approved by the Department of Mathematical Sciences.

Honors in Computer Science

Requirements

For Honors requirements, check with the departmental office and see Honors Programs information on pp. 208–209.

Career Skills Packages and Professional Certificate Programs

In addition, the Department of Mathematical Sciences offers career skills packages and certificate programs for majors outside the department. Majors in other departments of the College of Arts and Sciences may acquire a Career Skills Package in Computer Programming. Persons already holding a baccalaureate degree in a field outside the department may acquire a Professional Certificate in Computer Programming. Also see p. 70.

Career Skills Package in Computer Programming

Required: 13–16 semester hours

AOS Code: U910

This Career Skills Package prepares students for entry-level positions in computer programming. It requires 13–16 semester hours of courses and completion of an internship. If CSC 261 and either MAT 310 or MAT 353 are also taken, the program will prepare students to enter the M.S. in Computer Science program. This program is designed for current undergraduate students majoring in fields other than computer science. The program may be completed through day or evening classes.

Requirements

- MAT 150 (meets the GMT requirement) and MAT 253
- Students with no previous programming experience: CSC 130, 230 or 231, and 330
- Students with experience in programming equivalent to a one-semester course in a high-level programming language: CSC 231 and 330
- One of CSC 261, 339 or 340
- Completion of an internship, with emphasis on computer programming, to be selected from: ATY 499, BIO 497, BCN 494, CHE 490, CCI 450, CST 412, ENG 401 or 402, ENV 399, GEO 495, PSC 399, SOC 499. Another internship can be substituted with permission of advisor. Department requirements for internships must also be met.

Professional Certificate in Computer Programming

Required: 19–25 semester hours

AOS Code: U920

This certificate program prepares students for entry-level positions in computer programming and also serves to prepare students to enter the M. S. in Computer Science program. This program is designed for post-baccalaureate students with degrees in fields other than computer science. The program may be completed through day or evening classes.

Requirements

- MAT 150, 253, and one of 310 or 353
- Students with no previous programming experience: CSC 130, 230 or 231, 261, 330, 340
- Students with experience in programming equivalent to a one-semester course in a high-level programming language: CSC 231, 261, 330, 340

COMPUTER SCIENCE COURSES (CSC)

Courses For Undergraduates

101 Introduction to Computer Concepts (3:3)

Introduction to computers and computing. Topics cover impact of computers on society, ethical issues, hardware, and software applications. (FALL & SPRING)

130 Introduction to Computer Science (3:2:2)

Pr. acceptable score on the mathematics placement test or a grade of at least C in MAT 119 or 150

Programming in a high-level language. Emphasis on problem analysis, problem-solving techniques, and software design principles and techniques. (FALL & SPRING)

230 Elementary Data Structures and Algorithms (3:3)

Pr. grade of at least C in CSC 130

- *Credit cannot be earned for both this course and CSC 231.*

Advanced syntax of high level language taught in CSC 130. Emphasis on modularization and abstraction. Big-O analysis of algorithms. Design and use of abstract data types with various implementations. (FALL & SPRING)

231 Object-Oriented Programming and Data Structures (4:4)

Pr. programming experience or grade of at least C in CSC 130

- *Credit cannot be earned for both this course and CSC 230.*

Integrated study of object-oriented language with applications to data structures and algorithms. For students with programming experience equivalent to a one-semester course in a non-object-oriented language. (FALL & SPRING)

237 Programming Language Laboratory (1–3; 1–3)

- *May be taken twice for credit with permission of the department head.*

Syntax and use of a programming language. Language covered announced at preregistration.

261 Computer Organization and Assembly Language (3:3)

Pr. grade of at least C in CSC 230 or CSC 231 and in MAT 253, or permission of instructor

CPU, memory, I/O devices, digital logic design, psw. Number representations and machine language. Assembly language instruction types, registers, addressing, arithmetic, instruction format, opcodes, pseudo-opcodes, assembler directives, system calls, and macros. (FALL & SPRING)

312 Ethics in Computer Science (1:1)

Pr. grade of at least C in CSC 230 or CSC 231 and in MAT 253

- *Computer Science majors only.*
- *Grade: Pass/Not Pass (P/NP)*

Historical and social context of computing, ethical responsibilities of the computing professional, intellectual property rights, and risks and liabilities. (FALL & SPRING)

330 Advanced Data Structures (3:3)

Pr. grade of at least C in CSC 230 or CSC 231 and in MAT 253

Static and dynamic data structures emphasizing binary trees and graphs. Advanced programming techniques. Advanced sorting and searching algorithms. Hashing techniques. Performance analysis. Methods of developing large applications programs. (FALL & SPRING)

339 Concepts of Programming Languages (3:3)

Pr. grade of at least C in CSC 330

Concepts of block-structured, object-oriented, functional, logic, and concurrent programming languages. Comparative study of syntactic and semantic features of these languages and writing programs using them. (SPRING)

340 Software Engineering (3:3)

Pr. grade of at least C in CSC 330

Practical and theoretical concepts of software engineering. (SPRING)

471 Principles of Database Systems (3:3)

Pr. grade of at least C in CSC 330, or permission of instructor

Contemporary database systems. Emphasis on query processing, design, and implementation of applications in relational (SQL) databases. Introduction to other database models such as XML, object-oriented, and deductive. (FALL)

490 Senior Project (3:3)

Pr. 340 and senior standing, or permission of instructor

Application of classroom knowledge and skills in computer science to solve real-world problems and to develop research and development skills. (FALL & SPRING)

Courses for Advanced Undergraduates & Graduate Students

521 Computer Graphics (3:3)

Pr. grades of at least C in 340, MAT 292 and MAT 310 or MAT 353, or permission of instructor

Survey of graphics algorithms, data structures, and techniques. (ODD SPRING)

522 Digital Image Processing (3:3)

Pr. grades of at least C in CSC 330, MAT 353 or MAT 310 and MAT 292, or permission of instructor. STA 271 recommended.

Image representation, enhancement, compression, coding, restoration, and wavelet transforms. (FALL)

523 Numerical Analysis and Computing (3:3)

Pr. grades of at least C in CSC 130, MAT 293, and either MAT 310 or 353, or permission of instructor

Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations. (EVEN SPRING)

524 Numerical Analysis and Computing (3:3)

Pr. grade of at least C in 523

Continuation of 523 with special topics in numerical analysis, emphasis on applied mathematics. (ODD FALL)

526 Bioinformatics (3:3)
Pr. permission of instructor
Introduction to the problems and methods in Bioinformatics. Problem areas include restriction mapping, map assembly, sequencing, DNA arrays, and sequence comparison. (SPRING)

529 Artificial Intelligence (3:3)
Pr. grade of at least C in 330
Knowledge representations. Resolution refutation systems. Best-first search algorithms. Heuristic, minimax, alpha-beta pruning techniques. Selected topics from machine learning, natural language processing, expert systems, neural networks. Functional or logic programming language. (ODD SPRING)

539 Introduction to Compiler Design (3:3)
Pr. grades of at least C in 261 and 330 or permission of instructor
- *Successful completion of 553 helpful.*

Basic techniques of compiler design and implementation: lexical analysis, parsing, code generation. Sizable programming project implementing a compiler for a block-structured language with strong typing.

540 Human-Computer Interface Development (3:3)
Pr. C or better in STA 271 and CSC 330, or permission of instructor
Survey of concepts and techniques for human-computer interface development. Topics include user-centered design, user interface programming, and usability evaluation. (FALL)

553 Theory of Computation (3:3)
Pr. grade of at least C in MAT 310 or MAT 353, or permission of instructor
Finite state automata and regular expressions, context-free grammars, push-down automata and their use in parsing, overview of language translation systems, models for programming language semantics, computability and undecidability. (FALL)

555 Algorithm Analysis and Design (3:3)
Pr. grade of at least C in 330
Sequential algorithm design and complexity analysis. Dynamic programming. Greedy algorithms. Graph algorithms. Selected advanced topics from NP-completeness; approximation, randomized, parallel, number-theoretic algorithms; Fast Fourier Transform; computational geometry; string matching. (FALL)

561 Principles of Computer Architecture (3:3)
Pr. grades of at least C in 261, MAT 253, or permission of instructor
Hardware and software components of computer systems, their organization and operations. Topics: comparative instruction set architectures, microprogramming, memory management, processor management, I/O, interrupts, and emulation of processors. (FALL)

562 Principles of Operating Systems (3:3)
Pr. grades of at least C in 261 and 340 or permission of instructor
- *Successful completion of 561 helpful.*

Techniques and strategies used in operating system design and implementation: managing processes, input/output, memory, scheduling, file systems, and protection. (SPRING)

563 Basic Systems Administration Laboratory (1:0:3)
Coreq. CSC 562 and CSC 567, or permission of instructor
Installing operating systems, peripherals, hardware, and software. Backups, recompiling the kernel (loading/unloading modules), providing Web services, and user administration. (FALL & SPRING)

564 Intermediate Systems Administration Laboratory (1:0:3)
Pr. grade of at least C in CSC 563
Topics selected from routing, firewall, Primary Domain Controller, Backup Domain Controller, Domain Controller trust, SAMBA, DNS round robin, and PPP connectivity setup. (FALL & SPRING)

565 Advanced Systems Administration Laboratory (1:0:3)
Pr. grade of at least C in CSC 564
Automated installation, software installation, systems programming, system administration in a large organization. Projects will include departmental or university computer system work. (FALL & SPRING)

567 Principles of Computer Networks (3:3)
Pr. grades of at least C in CSC 261 and CSC 330, or permission of instructor
Hardware and software components of computer networks, their organization and operations. Topics: open system interconnection; local area networks; TCP/IP internetworking, routing, and packet switching; network programming. (SPRING)

568 Principles of Wireless Networks (3:3)
Pr. grades of at least C in CSC 330 and CSC 567, or permission of instructor
Digitial communications, communication networks, wireless communication technology, wireless networking, wireless LANs, and wireless network programming. (SPRING)

580 Cryptography and Security in Computing (3:3)
Pr. grades of at least C in CSC 330 and one of CSC 471, CSC 561, CSC 562, or CSC 567, or permission of instructor
Modern development of cryptography and secure encryption protocols. Program security and viruses. Operating system protection. Network and distributed system security. Database security. Administering security. (FALL)

583 Firewall Architecture and Computer Security (3:3)
Pr. grades of at least C in CSC 567 and CSC 580, or permission of instructor
Firewall hardware and software technologies. Architectures, protocols and their applications. (SPRING)

593, 594 Directed Study in Computer Science (1–3), (1–3)
(FALL & SPRING)

MATHEMATICS COURSES (MAT)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

100 Intermediate Algebra (3:3)
- *Credit does not apply toward graduation nor count in the student's GPA.*

Real numbers and their properties, linear equations, systems of equations, polynomials and functions, fractional expressions, exponents and roots, quadratic equations, graphing, inequalities. (SUMMER)

112 Contemporary Topics in Mathematics (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
Practical mathematical topics including set theory, properties and operations of number systems, algebra, geometry and consumer mathematics. Additional topics may be selected from logic, systems of numeration, and mathematical systems. (FALL & SPRING)

115 College Algebra (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
- *Credit can be earned for only one of MAT 115, 119, or 150.*

Algebraic expressions, exponents, radicals, factoring, solving equations and inequalities, graphing, polynomial and rational functions. (FALL & SPRING)

120 Calculus for Business and the Social Sciences (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
Pr. an acceptable score on the mathematics placement test or a grade of at least C in 115 or 119 or 150
- *Credit cannot be earned for both this course and MAT 191.*
- *NOTE: this course does not serve as a prerequisite for 292 (Calculus II).*

Limits and introductory differential calculus of the algebraic, exponential, and logarithmic functions of one variable. (FALL & SPRING)

150 Precalculus I (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
- *Credit can be earned for only one of MAT 115, 119, or 150.*

Review of elementary algebra, equations, inequalities, relations, functions, transformations, graphing, complex numbers, polynomial and rational functions. (Formerly MAT 119) (FALL & SPRING)

151 Precalculus II (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
Pr. an acceptable score on the mathematics placement test or a grade of at least C in 119 or 150

Review of relations, trigonometric (circular) functions and identities, exponential and logarithmic functions, solutions of triangles, equations of second degree and their graphs. (FALL & SPRING)

191 Calculus I (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
Pr. an acceptable score on the mathematics placement test, or a grade of at least C in 121 or 151, or permission of the instructor
- *Credit cannot be received for both this course and MAT 120.*

Limits and introductory differential calculus of the algebraic and transcendental functions of one variable. (FALL & SPRING)

220 Plane and Solid Analytic Geometry (3:3)
Pr. grade of at least C in 121 or 151 or equivalent
- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

Study of conic sections (including rotation of axes), graphing with polar coordinates, quadric surfaces, and vectors. (SPRING)

253 Discrete Mathematics I (3:3)
Pr. grade of at least C in 121 or 151, or permission of instructor
- *Only one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.*

Mathematical reasoning techniques and concepts in computer science. Topics include sets, functions, sequences, relations, induction and recursion, Boolean algebra, and elementary propositional and predicate logic, including proof techniques. (FALL & SPRING)

292 Calculus II (3:3)
Pr. a grade of at least C in 191 or permission of the instructor

Continuation of the study of differential calculus of the elementary transcendental functions, introductory integral calculus of the algebraic and transcendental functions of one variable, techniques of integration. (FALL & SPRING)

293 Calculus III (3:3)
Pr. grade of at least C in 292

Indeterminate forms, improper integrals, infinite series, Taylor's formula, numerical methods, conic sections, polar coordinates. (FALL & SPRING)

295 Proofs and Mathematical Structures (3:3)
Pr. grade of at least C in 292
- *At most one of MAT 253 or MAT 295 can count toward degree requirements for a mathematics major.*

An introduction to basic mathematical concepts needed for most upper level mathematics courses. The language and logic of proofs, basic set theory, relations, functions, numbers, counting, cardinalities, introduction to algebra.

303 Topics in Mathematics (3:3)
- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

Primarily for students seeking grades 6–9 certification. Extensive study of rational, irrational, and real numbers; selected topics from number theory; clock and modular arithmetic. Concrete models used to illustrate many of the mathematical concepts studied.

304 Introduction to the Foundations of Geometry (3:3)
- *Hours do not count toward degree requirements for Mathematics majors.*

Introductory course primarily for students seeking grade 6–9 certification. Designed to develop an understanding of the fundamental ideas of geometry. Includes both an intuitive and deductive study of points, lines, planes, curves, surfaces, congruences, parallelism, similarity and linear, angular, area, and volume measures.

310 Matrix Theory (3:3)
Pr. grade of at least C in 292

Matrices, equivalence relations for square matrices, determinants, finite dimensional vector spaces, linear transformations, eigen-vectors. (FALL & SPRING)

311 Modern Algebra (3:3)
Pr. grade of at least C in 310

Introduction to theory of groups, rings, integral domains and fields, including basic properties of polynomials. (FALL & SPRING)

322 Linear Programming (3:3)
Pr. grade of at least C in MAT 310

Covers simplex computational procedure, minimum feasible solutions, artificial-basis technique, slack variables, perturbation techniques, cycling, parametric objective and dual problems, sensitivity analysis, and decomposition algorithms.

345 Vector and Tensor Analysis (3:3)
Pr. grade of at least C in 293 and 390

Vectors, scalar fields, vector fields. Dot and cross product. Vector differentiation and integration. Gradient, divergence and curl. Green's theorem, divergence theorem, Stokes' theorem. Curvilinear coordinates. Tensor Analysis: Physical laws. Coordinate transformations. Contravariant and covariant vectors. Contravariant, covariant, and mixed tensors. Tensor fields. Symmetric and skew-symmetric tensors. Conjugate or reciprocal tensors. Associated tensors. Transformation laws of Christoffel's symbols. Tensor form of gradient, divergence, and curl.

353 Discrete Mathematics II (3:3)
Pr. grade of at least C in 253 or permission of instructor
Problem-solving and modeling using techniques and concepts of Discrete Mathematics with applications to algorithms. Topics include elementary graph theory, combinatorics, discrete probability, difference equations, and linear algebra. (FALL & SPRING)

390 Ordinary Differential Equations (3:3)
Pr. grade of at least C in 292.
First order differential equations and linear equations of finite order, Laplace transforms, undetermined coefficients, variation of parameters, power series solutions near ordinary or regular singular points, applications, numerical methods. (SPRING)

394 Calculus IV (3:3)
Pr. grade of at least C in 293
Vectors, partial differentiation, multiple integrals, vector calculus. (FALL & SPRING)

395 Introduction to Mathematical Analysis (3:3)
Pr. grade of at least C in 293, 310
Introduction to fundamental concepts of single variable calculus, including properties of real numbers, notion of limit, continuity, differentiation, integration, and infinite series. (FALL)

490 Senior Seminar in Mathematics (1:1)
Pr. senior standing and mathematics major, or permission of instructor
Oral presentations on topics in mathematics, including current mathematics literature. (FALL & SPRING)

493 Honors Work (3–6)
Pr. see prerequisites, Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

503 Problem Solving in Mathematics (3:3)
Pr. grade of at least C in 191 and 303 or permission of instructor
- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

Investigates the nature of problem solving, covers procedures involved in problem solving, develops individual problem solving skills, and collects a set of appropriate problems. Required for middle grades mathematics concentration. This course cannot be applied toward the requirements for the M.A. degree in Mathematics.

504 Foundations of Geometry for Teachers (3:3)
Pr. grade of at least C in 292 or permission of instructor
- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

Primarily for students seeking teacher certification. Includes logic and axiom systems, history, plane and solid Euclidean geometry, proof strategies, introduction to non-Euclidean geometries, and transformational geometry. This course cannot be applied toward the requirements for the M.A. degree in Mathematics. (FALL)

505 Foundations of Mathematics for Teachers (3:3)
Pr. grade of at least C in 292 or 303 or permission of instructor
- *Hours count toward teacher licensure but do not count toward degree requirements for a mathematics major.*

Primarily for students seeking teacher certification. Includes properties and algebra of real numbers; analytic geometry; polynomial, rational, exponential, logarithmic, and trigonometric functions; complex numbers; concept of limits of functions. This course cannot be applied toward the requirements for the M.A. degree in Mathematics. (SPRING)

513 Historical Development of Mathematics (3:3)
Pr. grade of at least C in 292
Study of the historical development of mathematics, not a history of persons involved in development. This course cannot be applied toward the requirements for the M.A. degree in Mathematics. (FALL)

514 Theory of Numbers (3:3)
Pr. grade of at least C in 311 or permission of instructor
An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruencies, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, and other topics.

515 Mathematical Logic (3:3)
Pr. grade of at least C in 253 or 311 or permission of instructor
Formal languages, recursion, compactness, and effectiveness. First-order languages, truth, and models. Soundness and completeness theorems. Models of theories. (ODD SPRING)

516 Polynomial Rings (3:3)
Pr. grade of at least C in 311
Rings, integral domains, fields, division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relations between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra.

517 Theory of Groups (3:3)
Pr. grade of at least C in 311
Elementary properties of groups and homomorphisms, quotients and products of groups, the Sylow theorems, structure theory for finitely generated Abelian groups.

518 Set Theory and Transfinite Arithmetic (3:3)
Pr. grade of at least C in 311 or 395
The axioms of set theory, operations on sets, relations and function, ordinal and cardinal numbers.

519 Intuitive Concepts in Topology (3:3)
Pr. grade of at least C in 311 or 395
Basic concepts, vector fields, the Jordan curve theorem, surfaces, homology of complexes, continuity.

520 Non-Euclidean Geometry (3:3)
Pr. grade of at least C in 311 or 395
Fifth postulate, hyperbolic geometries, elliptic geometries, consistency of non-Euclidean geometries, models for geometries, elements of inversion.

521 Projective Geometry (3:3)
Pr. permission of instructor
Transformation groups and projective, affine and metric geometries of the line, plane, and space. Homogeneous coordinates, principles of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations.

522 Hilbert Spaces and Spectral Theory (3:3)
Pr. grade of at least C in 311 or 395
Vector-spaces: basis, dimension, Hilbert spaces; pre-Hilbert spaces, norms, metrics, orthogonality, infinite sums. Linear subspaces; annihilators, closed and complete subspaces, convex sets. Continuous linear mappings; normed spaces. Banach spaces, Banach algebras, dual spaces. Reisz-Frechet theorem. Completion. Bilinear and seaquilinear maps. Adjoints. Operators in Hilbert space: isometric, unitary, self-adjoint, projection, and normal operations. Invariant subspaces. Continuous operators. Special theorems for a normal co-operator.

531 Combinatorial Analysis (3:3)
Pr. grade of at least C in 253 or 295 or 311 or 395, or permission of instructor

The pigeon-hole principle, permutations, combinations, generating functions, principle of inclusion and exclusion, distributions, partitions, recurrence relations.

532 Introductory Graph Theory (3:3)
Pr. grade of at least C in 310 and any one of the courses 253, 295, 311, 395, 531

Basic concepts, graph coloring, trees, planar graphs, networks.

540 Complex Functions with Applications (3:3)
Pr. grade of at least C in 293

The complex number system, holomorphic functions, power series, complex integration, representation theorems, the calculus of residues.

541, 542 Stochastic Processes (3:3), (3:3)
Pr. grade of at least C in MAT 394 and either MAT 353 or STA 351, or equivalents

Markov processes, Markov reward processes, queuing, decision making, graphs, and networks. Applications to performance, reliability, and availability modeling.

545 Differential Equations and Orthogonal Systems (3:3)
Pr. grade of at least C in 293 and 390 or permission of instructor

An introduction to Fourier series and orthogonal sets of functions, with applications to boundary value problems.

546 Partial Differential Equations with Applications (3:3)
Pr. grade of at least C in 545

Fourier integrals, Bessel functions, Legendre polynomials and their applications. Existence and uniqueness of solutions to boundary value problems.

549 Topics in Applied Mathematics (3:3)
Pr. grade of at least C in 293 and 390 or permission of instructor
- *May be repeated for credit with approval of the department head.*

Selected topics of current interest in applied mathematics.

556 Advanced Discrete Mathematics (3:3)
Pr. grade of at least C in 253 or permission of instructor

Advanced topics in discrete mathematics and their uses in studying computer science.

591 Advanced Modern Algebra (3:3)
Pr. grade of at least C in 311

Set theory: sets, mappings, integers. Group theory: normal subgroups, quotient groups, permutation groups, Sylow theorems. Ring theory: homomorphisms, ideals, quotient rings, integral domains, fields, Euclidean rings, polynomial rings.

592 Abstract Algebra (3:3)
Pr. grade of at least C in 591 or 311 and permission of instructor

Fields: extensions, transcendental elements, roots of polynomials, Euclidean constructions. Galois theory, solvability by radicals.

593, 594 Directed Study in Mathematics (1–3), (1–3)
(FALL & SPRING)

595, 596 Mathematical Analysis (3:3), (3:3)
Pr. 395 or permission of instructor

Real number axioms, metric spaces, sequences, series, continuity, differentiation, the Reimann-Stieltjes integral.

STATISTICS COURSES (STA)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

108 Elementary Introduction to Probability and Statistics (3:3)
GE Core: GMT
AULER/CLER: MT/CMT
- *May not be taken for credit by students who have received credit for ECO 250 or 350 or who are concurrently enrolled in ECO 250.*

Survey of statistics intended for undergraduates in any discipline. Graphical displays, numerical measures, relationships between variables, elements of good data collection. Basic probability, introduction to inferential techniques including confidence intervals and significance testing. Emphasis on statistical literacy. (FALL & SPRING)

271 Fundamental Concepts of Statistics (3:3)
Pr. grade of at least C in MAT 119 or 150 or STA 108 or permission of department

Survey of basic descriptive and inferential statistics. Graphs and descriptive measures, simple linear regression and correlation, data collection, basic probability and probability models, interval estimation and significance testing, analysis of variance, use of statistical software. An appropriate preparation for more advanced statistics courses in any discipline. (FALL & SPRING)

290 Introduction to Probability and Statistical Inference (3:3)
Pr. MAT 292 or permission of instructor

Introduction to probability models and statistical inference. Descriptive statistics, basic probability laws, discrete and continuous probability models, sampling distributions, central limit theorem, estimation, hypothesis testing, simple regression, and correlation. (FALL OR SPRING)

291 Statistical Methods (3:3)
Pr. 271 or 290 or permission of instructor

Two-group comparisons, simple and multiple regression, one and two factor ANOVA, categorical data analysis, nonparametric methods. (SPRING)

351 Probability (3:3)
Pr. grade of at least C in MAT 292

Basic probability theory; combinatorial probability, conditional probability and independent events; univariate and multivariate probability distribution functions and their properties. (FALL)

352 Statistical Inference (3:3)
Pr. grade of at least C in 351 or permission of instructor

Descriptive and inferential statistics. Emphasis on sampling distributions; theory of estimation and tests of hypotheses, linear hypothesis theory, regression, correlation and analysis of variance. (SPRING)

375 Statistical Data Mining (3:3)
Pr. grade of at least C in 271

Introduction to statistical methods for data mining; classification and prediction methods using regression and discrimination techniques; clustering methods using distance, linkage, hierarchical methods. Using statistical software to perform data mining.

475 Experimental Course: Experimental Design (3:3)
Pr. STA 271 or 352 or 552 or 580

Design and analysis of comparative studies. Completely randomized designs, blocking, factorials, random and mixed models, repeated measures designs. Computing sample size and power for designs.

Courses for Advanced Undergraduates & Graduate Students

551, 552 Introduction to Probability and Mathematical Statistics (3:3), (3:3)
Pr. grade of at least C in 351 and MAT 293 or permission of instructor

Events and probabilities (sample spaces), dependent and independent events, random variables and probability distribution, discrete and continuous distributions, expectation, moment generating functions, point estimation, multivariate normal distribution, testing hypotheses, confidence intervals, correlation and regression, small sample distributions.

562 Statistical Computing (3:3)
Pr. STA 291 or 580 and knowledge of a scientific programming language

Statistical methods requiring significant computing or specialized software. Simulation, randomization, bootstrap, Monte Carlo techniques; numerical optimization. Extensive computer programming involved. This course does not cover the use of statistical software packages. (ALT FALL)

571 Statistical Methods for Research I (3:3)
Coreq. 571L
- *Hours do not count toward degree requirements for a mathematics major.*

Introduction to statistical concepts. Basic probability, random variables, the binomial, normal and Student's t distributions, hypothesis tests, confidence intervals, chi-square tests, introduction to regression, and analysis of variance. (FALL)

571L Statistical Methods Laboratory I (1:0:2)
Coreq. 571
- *Hours do not count toward degree requirements for a mathematics major.*

Using statistical software packages for data analysis. Problems parallel assignments in 571. (FALL)

572 Statistical Methods for Research II (3:3)
Pr. 571 and 571L or permission of instructor
Coreq. 572L

Statistical methodology in research and use of statistical software. Regression, confidence intervals, hypothesis testing, design and analysis of experiments, one- and two-factor analysis of variance, multiple comparisons, hypothesis tests. (SPRING)

572L Statistical Methods Laboratory II (1:0:2)
Pr. 571 and 571L or permission of instructor
Coreq. 572

Using statistical software packages for data analysis. Problems parallel assignments in 572. (SPRING)

573 Theory of Linear Regression (3:3)
Pr. grade of at least C in 352 and MAT 310, or 662, or permission of instructor

Linear regression, least squares, inference, hypothesis testing, matrix approach to multiple regression. Estimation, Gauss-Markov Theorem, confidence bounds, model testing, analysis of residuals, polynomial regression, indicator variables. (FALL)

574 Theory of the Analysis of Variance (3:3)
Pr. grade of at least C in 573 or permission of instructor

Multivariate normal distribution, one-way analysis of variance, balanced and unbalanced two-way analysis of variance, empty cells, multiple comparisons, special designs, selected topics from random effects models. (SPRING)

575 Nonparametric Statistics (3:3)
Pr. grade of at least C in 352 or 572 or 662, or permission of instructor

Introduction to nonparametric statistical methods for the analysis of qualitative and rank data. Binomial test, sign test, tests based on ranks, nonparametric analysis of variance, nonparametric correlation and measures of association. (FALL)

580 Biostatistical Methods (3:3)
Pr. grade of at least C in 271, or permission of instructor

Statistical methods for biological research including: descriptive statistics; probability distributions; parametric and nonparametric tests; ANOVA; regression; correlation; contingency table analysis. (FALL)

581 SAS System for Statistical Analysis (1:1)
Pr. STA 271, 290, or similar introductory statistics course

Creating, importing, and working with SAS data sets. Using SAS procedures for elementary statistical analysis, graphical displays, and report generation. (FALL & SPRING)

593, 594 Directed Study in Statistics (1–3), (1–3) (Fall & Spring)

Please refer to The Graduate School Bulletin
for additional CSC, MAT, and STA graduate-level courses.

Medical Technology Program

College of Arts & Sciences
312 Eberhart Building
336/334-5391
www.uncg.edu/bio/pages/med_tech.html

FACULTY

Director: Robert E. Cannon, Department of Biology, 441 Eberhart Building

Coordinator: Reta Beck, Department of Biology, 322 Eberhart Building

UNCG students interested in medical technology have two programs of study from which to choose:

1. A program leading to the Bachelor of Science in Medical Technology (B.S.M.T.).
2. A program which includes receipt of a B.A. or B.S. with a major in either Biology, Chemistry, or Biochemistry and the completion of an additional 12 months of study in a School of Medical Technology which has been approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS).

Because the recommended courses of study for both programs are essentially the same during the first year, students do not have to make a choice of programs until the end of the freshman year. Students in either program should complete the following courses during their freshman year or during the subsequent summer session: BIO 111, 112 and CHE 111, 112, 114, 115.

Medical Technology Major (MEDT)

Degree: Bachelor of Science in Medical Technology

Required: 124 semester hours, to include:

- 94 hours at UNCG
- 30 hours at the School of Medical Technology, Wake Forest University N.C. Baptist Hospital, Winston-Salem, North Carolina

AOS Code: U187

Students pursuing this degree program complete a minimum of 94 semester hours at UNCG and then complete 12 months of study at the affiliated School of Medical Technology. The B.S.M.T. is awarded only after successful completion of the final year of study at the affiliated clinical school listed above. Students earning the degree are eligible for state and/or national certification, registration, and/or licensure.

Participation in and completion of the 94 hours at UNCG does not guarantee acceptance into the 12-month Medical Technology program at the affiliated hospital. Students should apply for admission to the affiliated hospital school early in their junior year at UNCG. A student must have attained a GPA of at least 2.50 to be considered for admission by the hospital program.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	**S.H.**
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: MAT 115 or 150 or 151 or 191	
Natural Sciences (GNS)	7
required: CHE 111 and BIO 111	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major,** which may come from either Biology or Chemistry courses. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major,** which may come from either Biology or Chemistry courses. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

College Additional Requirements (CAR)	**S.H.**
Natural Sciences (GNS)	4
required: BIO 112	
Foreign Language	0–6
required: B.S.M.T. students must meet a foreign language requirement either by proficiency exam or by completion of 6 s.h. of the same language at the appropriate level, determined by placement tests.	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

1. BIO 111, 112, 277, 355 and 356, or 392 and 393, 481
2. CHE 111, 112, 114, 115, and one of the following:
   (a) CHE 205 and 206 and 331 and 333
   (b) CHE 351, 352, 354
   (c) CHE 351 and 331 and 333
3. MAT 115 or 150 or 151 or 191 or 292 (MAT 191 is a prerequisite for MAT 292)
4. PHY 211, 212 or 291, 292; or PHY 205 and 205L

V Electives

Electives sufficient to complete total semester hours required for degree. See below for suggested electives.

Note: The B.S.M.T. program must include these minimum requirements: 16 hours in approved biology courses including a course in microbiology and immunology (BIO 481 fulfills both of these requirements); 16 hours in chemistry including one semester of organic chemistry; 3 hours in college level mathematics; and 3 hours in physics.

Suggested Sequence for the B.S.M.T. Student

Course	S.H.	Course	S.H.
Freshman: 1st Semester		**Sophomore: 2nd Semester**	
GPM or GMO	3	Foreign language	3
CHE 111	3	BIO Elective	3
CHE 112	1	BIO 355* & 356*	4
BIO 111	4	GLT	3
GSB	3	GRD	3
ESS	1	Total s.h.	16
Total s.h.	15		
		Junior year: 1st Semester	
Freshman: 2nd Semester		CHE 331	3
GMT	3	CHE 333L	1
CHE 114	3	GSB	3
CHE 115	1	BIO 481*	4
BIO 112	4	GLT	3
GRD	3	Elective	3
Total s.h.	14	Total s.h.	17
Sophomore: 1st Semester		**Junior year: 2nd Semester**	
Foreign language	3	PHY 205, 205L	4
GPR	3	BIO 494, 583, or 584	3–4
CHE 205 & 205L	4	Elective	3
BIO 277	4	GN	3
GFA	3	Elective	3
Total s.h.	17	Total s.h.	16–17

Total S.H. for Program 94–95

**Either BIO 355 and 356 or BIO 392 and 393 must be taken in the sophomore year in order to take BIO 481 in the junior year. Both BIO 355 and 392 are taught in the fall and spring semesters.*

VI Suggested Electives

BIO 472 (Functional Microscopic Anatomy)
CHE 420 (Biochemistry)
BIO 583 (Virology) or 584 (Immunology)—alternate years
BIO 494 (Biotechnology)
a statistics course, a management course, a computer course, four Writing Intensive courses, including one at the lower level, one at the upper level, and one in the major (BIO 481 is Writing Intensive)

VII Clinical Year

During the 12 months in a clinical program at an affiliated hospital, students in the B.S.M.T. program earn 30 semester hours of credit from among the following course areas:

Microbiology (Bacteriology, Parasitology, Virology, Serology, Mycology); Biochemistry and Isotopes; Clinical Microscopy; Hematology and Immunology; Blood Bank; Cytology and Cytogenetics; Basic Electronics, Instrumentation, and Computer Technology; Ethics and Laboratory Management; and Laboratory Seminars, Medical Mortality Conferences, and Abnormal Laboratory Rounds.

Because the course requirements for the B.S.M.T. are so complex, students in the program must confer with their assigned faculty advisor at least once each semester. Students in the program should schedule an appointment with their faculty advisor in the spring semester of their sophomore year to review their transcript and GPA; at that time, the advisor will offer an assessment of the student's progress and competitive position for admission to a hospital program for the clinical year. Any student who is undecided about which program to pursue (B.S.M.T. or B.A./B.S. in Biology/Chemistry/ Biochemistry plus a year of clinical study) should consult an advisor who can recommend courses within the curriculum that would minimize the time needed to switch from the B.S.M.T. to the B.A. or B.S. in Biology, Chemistry, or Biochemistry.

Biology, Chemistry, or Biochemistry Major Plus a Year of Clinical Study

Degree: Bachelor of Arts or Bachelor of Science

Required: 122 semester hours, plus a year of clinical study

AOS Codes:

Biology Major, 4 + 1 Medical Technology Program, U186

Chemistry Major, 4 + 1 Medical Technology Program, U188

Biochemistry Major, 4 + 1 Medical Technology Program, U861

Students electing this program earn a Bachelor of Arts or Bachelor of Science with a major in either Biology, Chemistry, or Biochemistry from UNCG (see **Biology** and **Chemistry & Biochemistry Departments**). During their final year at UNCG they apply for admission to a School of Medical Technology approved by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) for their final year of study.

Students electing this program must take the same subjects listed as major requirements for the B.S.M.T. program. They must consult with the head of the department in which they are majoring or their faculty advisor in selecting other courses necessary to fulfill the B.A. or B.S. requirements.

Eligibility for certification, registration, or licensure does not come until the student completes the final year of clinical training in a NAACLS-approved School of Medical Technology.

For students who complete the B.A. or B.S. degree in Biology, Chemistry, or Biochemistry, including within their degree all the requirements of a Clinical School of Medical

Technology, there is a Clinical Training program at the Carolinas College of Health Sciences in Charlotte, N.C. These students would be eligible to apply both there and to Wake Forest University/N.C. Baptist Hospital in Winston-Salem, as well as accredited Schools in other states.

School of Music

220 Music Building
336/334-5789
www.uncg.edu/mus

Faculty

John J. Deal, Professor and Dean of School
David L. Nelson, Professor and Associate Dean
Professors Burke, W. Carroll, Gray, Gutter, Hodges, Kiorpes, Kohlenberg, Locke, Lynam, Marsh, McCrickard, Salmon, Williams
Associate Professors AsKew, Bach, Barret, Burns, G. Carroll, Di Piazza, Egekvist, Fadial, Harley, Holley, LeFevre, Masarie, McClaren, Rawls, Sink, P. Stewart, Teachout, Walker, Willis
Assistant Professors Bracey, Capuzzo, Douglas, Engebretson, Haines, Keathley, McKoy, Nolker, Polzonetti, Ricci, Smith, J. Stewart, Stusek, Traut, Whitehouse, Young
Lecturers Bumgardner, Linton, Mazzatenta, Riley, Scott, Taylor, Wells, Zandmane

The School of Music is an accredited institutional member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this *Bulletin* are in accordance with the published regulations of the National Association of Schools of Music. The School of Music is the sole representative of the State of North Carolina to the National Association of Music Executives in State Universities.

The School of Music offers the only comprehensive music program from undergraduate through doctoral study in both performance and music education in North Carolina. Unlike either more specialized programs in conservatory-type institutions or more general curricula encountered in most departments of music, studies in the School of Music complement rigorous professional training with that broad liberal education necessary for students both to function as informed, responsible citizens and, concurrently, to communicate most effectively as musicians.

The Bachelor of Music degree in Performance is a professional music degree which prepares students for future careers as performers, composers, and/or teachers; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Music degree in Music Education prepares students for positions as choral directors or teachers of general music (principal performance area usually voice, piano, or organ), or for positions as instrumental directors (principal performance area in orchestral or band instruments) in public schools; it requires students to spend approximately two-thirds of their time in music and teacher licensure study. The Bachelor of Music degree in Jazz Studies is a professional music degree that prepares students for future careers in jazz performance, composition/arranging, and pedagogy; it requires students to spend approximately two-thirds of their time in music study. The Bachelor of Arts degree in Music is a liberal arts degree which provides valuable undergraduate preparation for a variety of careers; it requires students to spend approximately one-third of their time in music study. Exceptions to prescribed degree programs must have written approval of the Dean of the School of Music.

All prospective music majors and minors must audition for members of the music faculty for acceptance into the School of Music and for approval of the major or principal performance area. Such auditions should be arranged in advance through the School of Music; recorded auditions are acceptable only if distance prohibits a personal audition. In addition to an audition, composition majors should submit scores and/or recordings of completed compositions. Successful audition/composition submission results are valid for one calendar year. If the student does not enroll and begin performance studies lessons within that time, they must reaudition for entrance into the major.

Aspects of Music Study

Performance Studies

Throughout the four years of undergraduate enrollment, music students will study in one or more performance studies areas: keyboard, voice, strings, winds, or percussion. Composition may also be studied. This study will include private instruction in the major or principal performance area, some group instruction, and work in a secondary performance area (instruments, voice, composition or advanced conducting) outside the major or principal area.

Requirements in performance studies are defined both by proficiency level and credit hours. The level of study for each semester is determined by faculty committees in "jury examinations." Specific requirements for these examinations are provided by the faculty in each performance area.

Music majors enroll each semester in the major or principal instrument for two or three credit hours as determined by the performance faculty. Secondary performance study or performance study by most minors and non-majors normally grants one credit. Music majors assigned instruction in performance studies must simultaneously carry a minimum of two three-credit music courses. Any student who does not enroll in performance studies lessons for two continuous semesters (not counting summer) will be required to reaudition for readmission to the major unless performance studies requirements have already been met.

Majors, principals, and minors will be assigned to MUS 151–451 (1–3 credits) for performance lessons or MUS 253–453 for jazz performance lessons. Students who are not music majors or minors may enroll for performance study subject to the availability of space. Advance approval must be obtained from the School of Music. Neither noncredit nor audit registration in performance studies is permitted.

Performance Activities

B.M. students will participate in one or more large ensembles in their area each semester according to degree requirements. Any student enrolled for two or more credits of performance studies must co-register for a large ensemble (MUS 380, 381A & B, 382, 384, 388, 391, 393, 394A & B, 395,

396I). Each year advanced voice students may apply for roles in the performances of opera and musical theatre, which the School of Music presents in cooperation with the Department of Theatre.

Community Opportunities

Living in the artistically thriving Greensboro/Winston-Salem/High Point Triad region, students enjoy regular opportunities to attend and perform in concerts sponsored by such organizations as the Greensboro Symphony Orchestra, the Greensboro Opera Company, and the Eastern Music Festival. They also serve as church organists/directors, soloists, and participants in orchestras hired for touring events appearing in the community. In addition, they interact with some of the world's major artists who frequently schedule informal discussions, open rehearsals, and master classes at UNCG.

Facilities

The School of Music occupies a recently constructed, three-level, 130,000 square-foot facility. Located prominently on the corner of Market and McIver Streets, the School of Music is the northeast window to the University. The music building, considered to be one of the largest of its kind in the southeast, is accessed easily from an adjacent parking deck and is within a short walking distance to the central portion of the campus and housing.

The state-of-the-art building features a 350-seat recital hall; a 120-seat organ recital hall; instrumental, choral, and percussion rehearsal halls; a unified music library; a computer laboratory; classrooms; seminar-conference rooms; faculty studios/offices; practice facilities; an acoustics research laboratory; a psychoacoustics laboratory; an electronic piano laboratory; electronic music studios; a music education methods room; administrative offices; faculty and student lounges; and storage.

Students in instrumental areas, although encouraged to own the best possible instruments for their personal use, are afforded access to the school's large inventory of orchestral and keyboard instruments, including a $400,000 Andover Tracker organ with 3 manuals, 35 ranks, and 30 stops.

Transfer Student Policy

Transfer students to the School of Music must follow the requirements for their major that are in effect during the semester of their initial registration at UNCG, regardless of which general education requirements are allowed. Transfer students' requirements for MUS 090 and 091 equal the number of semesters at UNCG as a Music Major with the exception of the Student Teaching semester, or the number required for the degree, whichever is less.

Student Information Manual

Additional policies and regulations are found online in the Student Information Manual. This manual is made available to all music students after entrance requirements are met. Adherence to the contents of this publication is the responsibility of the student.

Music in General Studies

Courses in music appreciation, world-music cultures, jazz appreciation, and introductory music theory are designed for the non-music major. Such courses may be taken either to satisfy degree requirements or as electives. The interested and qualified student may, with consent of the instructor, pursue study in other music courses as well (see pertinent course descriptions).

Music Major (MUSI)

Degree: Bachelor of Arts

Required: 122–123 semester hours, to include at least 36 hours at or above the 300 course level
MUS 090 (4 semesters)
MUS 091 (7 semesters)

AOS Code:
General Music, U602

Student Learning Goals

The Bachelor of Arts degree with a major in music indicates the study of music in a liberal arts degree framework. It emphasizes a broad coverage of music rather than heavy concentration on any single segment. Studies develop musicianship, capabilities in the use of principles and procedures that lead to an intellectual grasp of the art, and the ability to perform. It serves individuals who seek a broad program of general education rather than intense specialization.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA) student may select any GFA course except MUS	3
Philosophical, Religious, Ethical Principles (GPR) student may select any GPR course except MUS	3
One additional GLT, GFA, or GPR course student may select any GLT, GFA or GPR course except MUS 241	3
Historical Perspectives on Western Culture (GHP) student may select any GHP course except MUS	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Four (4) Global/Global Non-Western Perspectives (GL/GN)
required: MUS 343 (GN) and one additional GL or GN course; 6 s.h. of the same foreign language, or the equivalent of 101 and 102

Students may select courses for:

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343
3. MUS 402 Seminar in Career Development
4. Performance Studies: 10 s.h. including at least 2 at 351 level
5. Class Piano: 4 s.h. through MUS 134 **or** proficiency
6. Technology: MUS 107, 108

General Music Concentration

1. Large Ensemble: 5 s.h.
2. One 400–500 level music elective in history/literature, theory or pedagogy

IV Electives

Electives sufficient to complete the 122–123 semester hours required for the degree.

Performance Major (PRFM)

Degree: Bachelor of Music

Required: 122–123 semester hours (Voice requires 124–125 hours), to include at least 36 hours at or above the 300 course level

MUS 090 (7 semesters)

MUS 091 (7 semesters)

Available Concentrations & AOS Codes:

Composition, U607 (a concentration in music composition with proficiency in at least one performance area required for acceptance)

Instrument, U619

Keyboard, U636

Voice, U635

Student Learning Goals

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivities essential to the professional life of the musician. In any of many possible roles, the professional musician must exhibit not only technical competence, but also a broad knowledge of music and music literature, the ability to integrate musical knowledge and skill, sensitivity in musical style, and an insight into the role of music in intellectual and cultural life.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA)	3
student may select any GFA course except MUS	
Philosophical, Religious, Ethical Principles (GPR)	3
required: MUS 343	
One additional GLT, GFA, or GPR course	3
required: MUS 332	
Historical Perspectives on Western Culture (GHP)	3
required: MUS 331 or 334	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Four (4) Global/Global Non-Western Perspectives (GL/GN)

required for all concentrations:

MUS 343 (GN), MUS 333

additional requirement for Voice concentration:

GER 101 and FRE 101

additional requirement for all other Performance concentrations:

any one additional GL or GN course

Students may select courses for:

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. MUS 402 is required for all concentrations as the major WI course.

III Major Requirements

Core courses for all concentrations

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. Performance Studies: 12 s.h.
3. Technology: MUS 107, 108

Voice or Instrument Concentration

1. Major area Performance Studies: 10 s.h. beyond core requirement culminating in senior recital (at least 3 at 451 level)
2. Secondary Performance Studies: 2 s.h.
3. History: MUS 331, 332, 333, 343
4. Large Ensemble: 8 s.h. (including 4 of MUS 384 for keyboard majors)
5. Conducting: 1 s.h.: MUS 319 or 372
6. History/Literature and Theory: 9 s.h. (two areas must be represented)
7. MUS 402 Seminar in Career Development
8. Additional requirements

Guitar Students
- Class Piano: 2 s.h. through MUS 134 or proficiency
- Small Ensemble: 4 s.h.
- Pedagogy: 3 s.h.
- Music Electives: 6 s.h.

Harpsichord Students
- MUS 284, 285, and 2 s.h. of 384
- Collegium Musicum: 2 s.h.
- Piano: 4 s.h.
- Keyboard Harmony: 2 s.h.
- MUS 530: 3 s.h.
- Pedagogy: 3 s.h.
- Music Electives: 4 s.h.

Orchestral Instrument Students
- Class Piano: 2 s.h. through MUS 134 or proficiency
- Small Ensemble: 4 s.h.
- Pedagogy (string, woodwind, brass, or percussion): 3 s.h.
- Music Electives: 6 s.h.

Organ Students
- MUS 284, 285, and 4 s.h. of 384
- Small Ensemble: 2 s.h.
- Keyboard Harmony: 2 s.h.
- Pedagogy: 3 s.h.
- Music Electives: 6 s.h.

Piano Students
- MUS 284, 285 and 4 s.h. of 384
- Small Ensemble: 2 s.h.
- Pedagogy: 3 s.h.
- Literature: MUS 413 or 414
- Keyboard Harmony: 2 s.h.
- Music Electives: 3 s.h.

Voice Students
- Class Piano: 2 s.h. through MUS 134 or proficiency
- Diction: 4 s.h.
- Vocal Repertory and Pedagogy: 7 s.h. (375, 513, 514, 541)
- FRE 101, GER 101, and ITA 101

Composition Concentration

1. Composition: 2 s.h. (beyond Performance Studies core requirement) culminating in senior recital (at least 3 s.h. at the 451 level)
2. Principal Performance Area: 8 s.h. (must attain 351 level)
3. History: MUS 332 and 333; 331 or 334; 343
4. Class Piano: 2 s.h. through MUS 134 or proficiency (not required of keyboard principals)
5. Large Ensemble or 20th-Century Players: 8 s.h.
6. Small Ensemble: 2 s.h.
7. MUS 203, 350, 372, 472, 507, 508, 566
8. Music Electives: 6 s.h.

IV Electives

Electives sufficient to complete the 122–123 semester hours required for the degree.

Music Education Major (K–12 Licensure) (MEDU)

Degree: Bachelor of Music

Required: 124–125 semester hours, to include at least 36 hours at or above the 300 course level; 2.50 GPA.
- MUS 090 (7 semesters)
- MUS 091 (7 semesters)

Available Concentrations & AOS Codes:
- Choral/General Music Education, U626
- Instrumental Music Education, U629

Student Learning Goals

The Bachelor of Music degree is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivities essential to the professional life of the musician. In any of many possible roles, the professional musician must exhibit not only technical competence, but also a broad knowledge of music and music literature, the ability to integrate musical knowledge and skill, sensitivity in musical style, and an insight into the role of music in intellectual and cultural life.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA) student may select any GFA course except MUS	3
Philosophical, Religious, Ethical Principles (GPR) required: MUS 343	3
One additional GLT, GFA, or GPR course required: MUS 332	3
Historical Perspectives on Western Culture (GHP) required: MUS 331 or 334	3
Social and Behavioral Sciences (GSB) required: PSY 121 and HEA 201	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Four (4) Global/Global Non-Western Perspectives (GL/GN)

- required for all concentrations: MUS 333 (GL), 343 (GN), 468 (GN)
- additional requirement for Choral/General Music Education concentration: FRE 101 or GER 101
- additional requirement for Instrumental Music Education concentration: any one additional GL or GN course

Students may select courses for:

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. MUS 402 is required for all concentrations as the major WI course.

III Major Requirements

Core Courses

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. History: MUS 332 and 333; 331 or 334; 343
3. Performance Studies: 12 s.h. (at least 2 at 351) culminating in a half recital during a semester enrolled at the 351 level. Keyboard students may fulfill the recital requirements by accompanying a full recital or chamber recital.
4. Large Ensemble: 7 s.h.
5. Technology: MUS 107, 108

Choral/General Music Education Concentration

Keyboard Students

1. MUS 170, 171, 208, 319, 355, 356, 367A, 419, 464, 468, 469; select 2 credits from 270, 271, or 152 (secondary voice)
2. Class Voice: 2 s.h.
3. Secondary Voice: 3 s.h.
4. Music Electives: 2 s.h.

Voice Students

1. MUS 170, 171, 208, 270, 271, 319, 355, 356, 367A, 419, 464, 468, 469
2. Class Piano: 2 s.h. through MUS 134 **or** proficiency
3. Secondary Piano: 3 s.h. (MUS 152, 252 & 352)
4. FRE 101 **or** GER 101
5. Music Electives: 2 s.h.

Instrumental Music Education Concentration

1. MUS 209, 355, 357 or 463, 363, 364, 365, 366, 367B, 368, 372, 467, 468, 469, 472
2. a. **Wind, Percussion, or Bowed String Instrumental students:**
   Class Piano: 2 s.h. through MUS 134 **or** proficiency
   b. **Keyboard students:**
   Secondary study of Wind, Percussion, or Bowed String Instrument: 2 s.h.

IV Teacher Licensure Requirements

(See **Teacher Education Programs** for full explanation.)

1. General Education requirements as identified within each major or concentration
2. HEA 201 Personal Health
3. PSY 121 General Psychology
4. ELC 381 The Institution of Education
5. CUI 450 Psychological Foundations of Education
6. CUI 470 Reading Education
7. MUS 465 Student Teaching and 466 Student Teaching Seminar

V Electives

Electives sufficient to complete the 124–125 semester hours required for the degree.

Jazz Performance Major (JAZZ)

Degree: Bachelor of Music

Required: 122–123 semester hours, to include at least 36 hours at or above the 300 course level
MUS 090 (7 semesters)
MUS 091 (7 semesters)

AOS Code: Jazz Performance, U618

Student Learning Goals

The Bachelor of Music degree in Jazz is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts, and sensitivities essential to the professional life of the jazz musician. In any of many possible roles, the professional musician must exhibit not only technical competence, but also a broad knowledge of music and music literature, the ability to integrate musical knowledge and skill, sensitivity in musical style, and an insight into the role of music in intellectual and cultural life.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA)	3
student may select any GFA course except MUS	
Philosophical, Religious, Ethical Principles (GPR)	3
required: MUS 343	
One additional GLT, GFA, or GPR course	3
required: MUS 332	
Historical Perspectives on Western Culture (GHP)	3
required: MUS 331 or 334	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Four (4) Global/Global Non-Western Perspectives (GL/GN) required: MUS 343 (GN), MUS 333, any two additional GL or GN courses

Students may select courses for:

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive. MUS 402 is required for the major WI course.

III Major Requirements

1. Theory: MUS 101, 102, 105, 106, 201, 202, 205, 206, 301
2. Classical Performance Studies: 12 s.h.
3. Technology: MUS 107, 108
4. Major area Performance Studies: 10 s.h. in jazz (beyond core classical studies requirement) culminating in senior recital of mainly jazz literature (must achieve 351 level in classical studies and at least 2 credits at 453 level in jazz studies)
5. History: MUS 332 and 333; 331 or 334; 343
6. Class Piano (not required of keyboard principals): 2 s.h. through MUS 134 or proficiency
7. MUS 395: 8 s.h.
8. MUS 103, 321, 322, 372, 409, 423, 424, 460
9. Music Electives: 5 s.h. for keyboard principals; 3 s.h. for other instruments

IV Electives

Electives sufficient to complete the 122–123 semester hours required for the degree.

Second Academic Concentration in Music for Elementary Education Majors

Required: minimum of 24 semester hours

A 24–26 hour course of study for students majoring in Elementary Education who need a second academic concentration in a basic academic discipline. The following courses are required:

Requirements

1. Theory and Ear Training: 6 s.h.
   MUS 101, 102, 105, 106
2. Music History: 3 s.h.
   MUS 332 or 343
3. Large Ensemble: 4 s.h.
   Choose from MUS 380, 381A, 381B, 382, 388, 391, 393, 394A, 394B
4. Performance Studies* (MUS 151 or 152): 4 s.h.
5. Music Electives: 5 s.h.
   See department for list of approved courses.
6. Additional Requirements:
   Keyboard Students
   MUS 125 or 151/152 in voice: 2 s.h.
   Voice Students
   MUS 131, 132, 133 or 134: 2 s.h.
   All other instruments
   Voice lessons: 2 s.h.
   choose from MUS 125 or 152
   Piano lessons: 2 s.h.
   choose from MUS 131, 132, 133 or 134

**Piano majors may take a combination of class and private piano with at least 1 semester of 151/152. Voice majors may take up to 2 s.h. of MUS 125.*

Music Minor

Required: minimum of 21 semester hours

1. Theory: MUS 101, 102, 105, 106
2. History: MUS 332
3. Performance Studies: 4 s.h. (must satisfy requirements for entrance to 251 level)
4. Large Ensemble: 4 s.h.
5. Music Electives: 4 s.h. (may not use MUS 241)

Honors in Music

Requirements

Nine semester hours to consist of:

- 3 s.h. of HSS 490 Senior Honors Project
- 3 s.h. of MUS 333 Honors Music History*
- 3 s.h. of MUS 301 Honors Theory V*

**Under certain circumstances, the School of Music Honors Panel may permit a 500-level course to be taken in place of the listed required courses.*

Three semester hours to consist of:

- Any 500-level course in Music
- Any Contract Honors course in Music
- MUS 493 Honors Work
- ENG 494 Honors Seminar
- Any Honors course, whether in Music or not

Qualifications

- A grade of A or B in all course work used to satisfy the Honors requirements in Music
- A declared Music Major
- At least a 3.30 overall GPA at graduation
- A Senior Project that is in the Music discipline

Recognition

The designation "Completed Disciplinary Honors in Music" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See School of Music office for further information and guidance about Honors in Music.

Accelerated Master's Program for Music Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** on p. 342 for details about the B.A. in Music/M.B.A. program requirements.

MUSIC COURSES (MUS)

Some of the following courses may not be available every year. Please inquire at School of Music for schedule.

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

090 Convocation (0:1)
- *Grade: Pass/Not Pass (P/NP).*

Weekly presentations by students, faculty and guests. See Student Information Manual. (FALL & SPRING)

091 Recital Attendance (0)
- *Grade: Pass/Not Pass (P/NP).*

Music Majors are required to attend an approved number of performances each semester. See Student Information Manual. (FALL & SPRING)

100 Fundamentals of Music (3:3)

This course is designed for non-music majors interested in learning music fundamentals (i.e., notation, intervals, scales, triads). The course assumes no prior musical training. (FALL & SPRING)

101 Music Theory I (2:3)

Basic principles of the Western musical language. Rhythm and meter, scales, triads, and seventh chords; fundamentals of part-writing and harmonic progression. (FALL & SPRING)

102 Music Theory II (2:3)

Pr. 101, or permission of instructor

Continued study of harmony within the diatonic major-minor system; exercises in part-writing and analysis. (SPRING & SUMMER)

103 *Principles of Jazz Theory (2:1:1)

Pr. 101 and 105, or permission of instructor

Establishes a foundation of knowledge for the study of jazz improvisation and composition, stressing jazz nomenclature, chord/scale analysis, basic chord substitution, and voice leading. (SPRING)

105 Ear-Training I (1:2)

Music reading and dictation. Performance, aural recognition, and notation of melody, triads, and two-voice counterpoint. (FALL & SPRING)

106 Ear-Training II (1:2)

Pr. 105, or permission of instructor

Continuation of music reading and dictation. Performance, aural recognition, and notation of melody, rhythm, harmony, and two-voice counterpoint. (SPRING & SUMMER)

107 Technology for Musicians I (1:0:2)

Pr. Music majors only

Introduction to computer/computer applications: word processing, database, spreadsheet, music notation, Internet and online library, Web page and multimedia development. Experience using, creating, and evaluating computer media for music. (FALL)

108 Technology for Musicians II (1:0:2)

Pr. 107; Music majors only.

Further study of computer hardware and software applications in music performance, research, instruction, and multimedia. Hands-on experience using, creating, and evaluating computer media for music. (SPRING)

115 Introduction to Composition (2:1:1)

Pr. music major or permission of the instructor

Students will compose pieces and perform their compositions. Student works will imitate historical styles or be freely devised. Ability to read music and play an instrument or sing is required. (FALL)

125 *Class Voice (1:0:2)
- *May be repeated for credit.*

Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment. (FALL & SPRING)

131, 132, 133, 134 *Class Piano (1:0:2), (1:0:2), (1:0:2), (1:0:2)

Laboratory instruction in piano. Offered as preparation for piano proficiency required of music majors whose major or principal area is not piano. 131, first level; 132, second level; 133, third level; 134, fourth level. (EACH LEVEL—FALL & SPRING)

151–551 Performance Studies (.5–3:.5–2)

Pr. audition required
- *Enrollment for 2–3 credits requires coregistration in a large ensemble.*

Instruction on principal instrument or in voice. (FALL & SPRING & SUMMER)

152–352 Performance Studies (.5–2:.5–1)

Instruction for non-majors or majors on secondary instrument/voice on a space available basis. (FALL & SPRING & SUMMER)

170 Italian and Latin Diction for Singers (1:1:1)

Study of International Phonetic alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages. (FALL & SPRING)

171 English Diction for Singers (1:1:1)

Pr. 170, or permission of instructor

Study of the International Phonetic alphabet and its application to the pronunciation of English and special problems involved in singing in English. (SPRING)

201 Music Theory III Musical Structure (2:3)

Pr. 102 or permission of instructor

More advanced study of harmony and musical form within the diatonic major-minor system, with emphasis on modulation and chromatic harmony. Exercises in part-writing and analysis. (FALL & SPRING)

202 Music Theory IV Musical Structure (2:3)

Pr. 201, or permission of instructor

Basic forms and formal processes of Western music, including binary and ternary forms, theme and variations, fugue, sonata form, and rondo. Exercises in analysis. (SPRING & SUMMER)

203 Instrumentation (2:2)

Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and instrumental choirs. (FALL)

205 Ear-Training III (1:2)

Pr. 106, or permission of instructor

More advanced music reading and dictation. Performance, aural recognition, and notation of diatonic and chromatic melody, harmony, and two-voice counterpoint. (FALL & SPRING)

**Open to all University students.*

206 Ear-Training IV (1:2)
Pr. 205, or permission of instructor
Continuation of more advanced music reading and dictation. Performance, aural recognition, and notation of melody, harmony, and two-voice counterpoint. (SPRING & SUMMER)

208 Introduction to Teaching Instrumental Music (2:2:1)
Pr. admission to School of Music as a Choral/General Music Education major or permission of instructor
Introduction to the fundamentals of teaching instrumental music in the public schools. Includes pedagogical and performance skills in a laboratory setting. Required: choral/general music education majors. (SPRING)

209 Introduction to Teaching Choral and General Music (2:2:1)
Pr. admission to the School of Music as an Instrumental Music Education major, or permission of instructor
Introduction to general and choral methods at the secondary level. Includes vocal laboratory. Required: instrumental music education majors. (SPRING)

214 *Jazz Appreciation (3:3)
GE Core: GFA
AULER/CLER: FA/CFA
Introductory course designed to give the student new insights and general knowledge of all jazz styles. No musical training required. (FALL & SPRING & SUMMER)

241 *Music Appreciation (3:3)
GE Core: GFA *GE Marker: GL*
AULER/CLER: FA/CFA
- *Not open to music majors.*

Introduction to Western culture art music through a survey of its history, composers, forms, styles. Requires listening assignments and recital attendance. No musical training required. (FALL & SPRING & SUMMER)

253–453 Jazz Performance Studies (.5–2:.5–1)
Pr. audition required
- *Enrollment for 2–3 credits requires coregistration in a large ensemble.*

Instruction in jazz performance on principal instrument. (FALL & SPRING & SUMMER)

270 French Diction for Singers (1:1:1)
Pr. 170, or permission of instructor
Phonetic alphabet as it relates to French language and special problems involved in singing this language. (FALL & SPRING)

271 German Diction for Singers (1:1:1)
Pr. 170, or permission of instructor
Phonetic alphabet as it relates to German language and special problems involved in singing this language. (FALL & SPRING)

284 Fundamentals of Keyboard Accompanying I (1:1:1)
Pr. 106, or permission of instructor
Class discussion, study and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to sight reading techniques, German Lieder and Italian opera reductions. (FALL)

285 Fundamentals of Keyboard Accompanying II (1:1:1)
Pr. 284, or permission of instructor
Class discussion, study, and performance of literature for voice and/or instruments with keyboard accompaniment. Special attention given to ensemble playing, the style of French melodie and German opera reductions. (SPRING)

300 Recital (0)
Coreq. 351
Presentation of a varied program of music. (FALL & SPRING & SUMMER)

301 Theory V, Musical Structure in the Late Nineteenth and Twentieth Centuries (3:3)
Pr. 202, 206, or permission of instructor
Techniques of pitch and temporal organization in music of the 20th century. Analysis of relevant works and composition exercises based on models. (FALL & SPRING)

302, 303 Keyboard Harmony I, II (1:0:2), (1:0:2)
Pr. 102, 106, 251 level in keyboard, or permission of instructor
A keyboard approach to the study of harmony, emphasizing extemporaneous keyboard harmonization, harmonization of melodies, and figured bass realization. (302—EVEN FALL, 303—ODD SPRING)

304 Jazz Ear Training (1:1)
Pr. 103 and 206
This course will prepare students to recognize jazz constructs by ear and will teach the skills necessary to transcribe improvised jazz solos. (SPRING)

319 Choral Laboratory I (1:1:1)
Pr. 106 or permission of instructor, 125 or one semester of voice study
Conducting techniques, especially as related to choral conducting; rehearsal procedures, continued study of choral repertory. (FALL)

321, 322 Jazz Improvisation I, II (3:3), (3:3)
Pr. MUS 101, 102, 103, 105, 106 and attainment of the 251 level in applied music
Pr. MUS 322: 321 or permission of instructor
MUS 321: Basic course for the student with little or no previous experience in jazz improvisation. First semester: essential theoretical knowledge and practical skills and practice of integrating them into improvisation. MUS 322: continued development of knowledge and skills present in 321 with emphasis on increased fluency and mastery. (321—EVEN FALL, 322—ODD SPRING)

329 History of Rock Music (3:3)
Survey of rock music from the 1950s to the present. Emphasis will be placed on identifying specific styles and explaining the influence of key performers. (FALL & SPRING)

331 History of Western Music I (3:3)
GE Core: GHP *CAR: GPM*
Pr. 333, or permission of instructor
Music history of the Western tradition from its beginnings to about 1600. (FALL)

332 History of Western Music II (3:3)
GE Core: GFA
Pr. 102, 106, or permission of instructor
Music history of the Western tradition from about 1600 to Beethoven, including a brief introduction to music before 1600. (FALL)

333 History of Western Music III (3:3)
GE Marker: GL
Pr. 332, or permission of instructor
Music history of the Western tradition from Beethoven to the present, including a brief introduction to music in America. (SPRING)

**Open to all University students.*

334 History of Western Music IV (3:3)
GE Core: GHP CAR: GMO
Pr. 101 and 105, or permission of instructor
History of music in America. Psalmody, ballads, spirituals, gospel, blues, jazz, bluegrass, musical theater, rhythm and blues, rock and roll, and Native American music. (SPRING)

335 Music for the Preschool Child (2:2:1)
Pr. junior standing, or permission of instructor
Overview of purposes and content of music experiences for children from birth to four years. Developmentally appropriate teaching materials, methods, approaches, strategies, and instructional theories informing best practices are emphasized. (FALL)

343 *Music Cultures of the World (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
Survey of major world music cultures moving from Africa through the Middle East, Iran, India, Indonesia, Japan, China, and America. (FALL & SPRING & SUMMER)

350 *Electronic Music (3:2:2)
Pr. junior standing or permission of instructor
Introductory course in electronic composition. Lecture and laboratory experience. Projects involving analog synthesis, tape techniques, computer and MIDI control of electronic instruments. (FALL)

355 Computers and Electronic Media in the Music Classroom (1:0:1)
Pr. admission to the School of Music
Experience in the use of computers including software packages and electronic technology for successful use in music teaching. (FALL & SPRING)

356 General Music in the Secondary Schools (2:2:1)
Pr. junior standing or permission of instructor
An overview of current approaches to teaching general music in middle and secondary school (6–12) with emphasis on teaching strategies and materials. Includes supervised teaching practicum. (SPRING)

357 Marching Band Techniques (2:2:1)
Pr. junior standing or permission of instructor
Study of marching band techniques, including drill design, auxiliary units, personnel and equipment management. (Fall)

361 Music for the Classroom Teacher (2:2:1)
Pr. junior standing or permission of instructor
Elementary school music program and its place in curriculum. Emphasis on music fundamentals, materials, teaching techniques, and interrelationship of the arts. Required for elementary education majors. (FALL & SPRING & SUMMER)

363 Teaching Strings Laboratory (2:1:3)
Pr. admission to School of Music or permission of instructor
Class instruction in orchestral bowed string instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (FALL & SPRING)

364 Teaching Brass Laboratory (2:1:3)
Pr. admission to School of Music or permission of instructor
Class instruction in brass instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (FALL & SPRING)

365 Teaching Woodwinds Laboratory (2:1:3)
Pr. admission to School of Music or permission of instructor
Class instruction in woodwind instruments. Covers performance, pedagogy, and literature for teaching at elementary/intermediate level. Required: instrumental music education majors. (FALL & SPRING)

366 Teaching Percussion Laboratory (2:1:3)
Pr. admission to School of Music or permission of instructor
Class instruction in orchestral basic percussion instruments. Covers performance, pedagogy, and literature for teaching at elementary level. Required: instrumental music education majors. (FALL & SPRING)

367A General Music in the Elementary School (3:3:1)
Pr. junior standing or permission of instructor
An overview of music curriculum (K–5) with emphasis on theories of learning and development in relation to music; teaching strategies and materials; includes supervised teaching practicum. (FALL)

367B Foundations of Teaching Instrumental Music (3:3:1)
Pr. 363, 364, 365, 366, junior standing, or permission of instructor
Philosophies and methods of organizing and teaching instrumental music in the schools. Includes planning and implementing pedagogic techniques in laboratory sessions. (SPRING)

368 Band Instrument Repair (1:0:3)
Pr. instrumental methods courses and/or performance knowledge of band instruments
Mechanics of wind and percussion instruments, plus laboratory time to develop skills in repairing instruments. (SPRING)

372 Instrumental Conducting I (1:0:2)
Introductory course in instrumental conducting. Emphasis on baton technique and non-verbal communication. (FALL)

375 Opera Performance Techniques (2:2:2)
GE Marker: GL
Pr. permission of instructor
• *May be repeated for credit.*
Techniques for the singer-actor; study of the materials and nature of music theatre; development of basic skills required in opera/music theatre. (FALL)

380 Women's Choir (1:0:3)
Pr. membership by audition
• *May be repeated for credit.*
Choral organization for graduate and undergraduate women's voices. (FALL & SPRING)

381A Men's Glee Club (1:0:3)
Pr. membership by audition
• *May be repeated for credit.*
Choral organization for graduate and undergraduate men's voices. (FALL & SPRING)

381B Women's Glee Club (1:0:3)
Pr. membership by audition
• *May be repeated for credit.*
Choral organization for graduate and undergraduate women's voices. (FALL & SPRING)

382 University Chorale (1:0:3)
Pr. membership by audition
• *May be repeated for credit.*
Mixed choral organization of approximately 50 graduate and undergraduate singers. (FALL & SPRING)

**Open to all University students.*

384 Keyboard Accompanying (1:0:3)
Pr. 284/285 or permission of instructor
• *May be repeated for credit 4 semesters.*
Students are assigned vocal and/or instrumental students to accompany with literature appropriate to the student's level. Fulfills large ensemble requirement for keyboard performance majors. (FALL & SPRING)

388 Chamber Singers (1:0:3)
• *May be repeated for credit.*
Select mixed vocal ensemble of 16 graduate and advanced undergraduate singers. (FALL & SPRING)

391 University Symphony Orchestra (1:0:4)
• *May be repeated for credit.*
Full symphony orchestra, performance of important works from symphonic repertoire of eighteenth, nineteenth, and twentieth centuries. (FALL & SPRING)

393 University Wind Ensemble (1:0:4)
• *May be repeated for credit.*
Wind ensemble for advanced students. Performance of appropriate wind ensemble works from all eras. (FALL & SPRING)

394A Symphonic Band (1:0:3)
• *May be repeated for credit.*
Performance of literature from all eras, including contemporary works for this medium. (FALL & SPRING)

394B University Band (1:0:3)
• *May be repeated for credit.*
Performance of literature from all eras, including contemporary works for this medium. (FALL & SPRING)

395 Jazz Laboratory Ensemble (1:0:3)
Pr. membership by audition
• *May be repeated for credit.*
Performance of literature encompassing all of the jazz idioms with emphasis on contemporary composition. (FALL & SPRING)

396 Small Ensemble (1:0:3) or (1:0:2)
Pr. membership by audition
• *May be repeated for credit.*
Participation by audition in trios, quartets, and other ensembles appropriate to the performance area. Includes Collegium Musicum, Jazz Combo, Contemporary Chamber Players, Percussion Ensemble, Pep Band (spring semester), Opera Chorus, World Music Ensemble. (FALL & SPRING)

400 Recital (0)
Coreq. 451
Presentation of a varied program of music. (FALL & SPRING & SUMMER)

401 Jazz Piano Skills (1:1)
Pr. 103 and 134
This course teaches the basic piano chord voicings of standard jazz compositions. (FALL)

402 Seminar in Career Development (2:2)
Pr. junior-level or higher music majors only
Study of issues related to career choices, including job searching/resumé, preparation, evaluation, auditions, touring, making a CD, copyright laws, publication, preparing for graduate school, grant presentations. (SPRING)

403 String Instrument Pedagogy (3:3)
Pr. MUS 351 performance level on bowed string instrument or permission of instructor
Survey of methods and materials utilized in the teaching and performing of string instruments (ODD SPRING)

404 Woodwind Pedagogy (3:3)
Pr. MUS 351 performance level on principal woodwind instrument or permission of instructor
A survey of methods and materials utilized in the teaching and performing of woodwind instruments with special focus on the principal instrument. (EVEN SPRING)

407 Brass Instrument Pedagogy (3:3)
Pr. MUS 351 performance level on principal brass instrument or permission of instructor
Survey of methods and materials utilized in the performance and teaching of brass instruments. (ODD FALL)

408 Percussion Pedagogy (3:3)
Pr. MUS 351 performance level as percussion major or principal or permission of instructor
Survey of methods and materials utilized in the teaching and performing of percussion instruments. (EVEN FALL)

409 Jazz Pedagogy (3:3)
Pr. MUS 103, 202, 206, or permission of instructor
Principles of jazz interpretation, improvisation, and arranging. Procedures of organizing and administering jazz programs. Survey of jazz study materials. (EVEN FALL)

412 Piano Pedagogy I (3:3)
Pr. keyboard principal or major or permission of instructor
Survey of current piano teaching philosophies, methods, and materials and their application for private and group instruction. Supervised teaching of beginning piano students. (FALL)

413 Piano Literature I (3:3)
Pr. upper division students or permission of instructor
Survey of piano literature from ca. 1760–1825, with a preliminary investigation of music for other keyboard instruments from earliest extant sources. (ODD FALL)

414 Piano Literature II (3:3)
Pr. upper division students or permission of instructor
Survey of piano literature from ca. 1825 to present. (EVEN SPRING)

415 Organ Literature (3:3)
Survey of organ literature from sixteenth century to present. (OCC)

416 Piano Technique, A Pedagogical Survey (3:3)
Pr. 351 level or above in piano performance studies, or permission of the instructor
A chronological survey of theories of piano technique from the clavier methods of the early eighteenth century to the present. (ODD FALL)

417 Piano Pedagogy II (3:3)
Pr. keyboard principal or major or permission of instructor
Survey of intermediate and moderately advanced teaching literature with emphasis on basic pedagogical approaches to technique, style, and interpretation. Procedures for teaching functional skills. Supervised teaching experience. (SPRING)

419 Choral Laboratory II (2:1:2)
Pr. 206, 319, or 372; or permission of instructor
Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. (SPRING)

422 Guitar Literature (3:3)
Pr. two years of classical guitar study or equivalent
Survey of guitar literature from Renaissance to present; detailed study of lute tablatures, instrument construction, and development of technique. (OCC)

**Open to all University students.*

423 Jazz Arranging I (3:3)
Pr. 103, 201, 205, 206
Beginning study of language and techniques employed in arranging music for various jazz ensembles. (ODD FALL)

424 Jazz Arranging II (3:3)
Pr. 202, 203, 206, 423; or permission of instructor
Advanced study of techniques and disciplines employed in arranging for jazz ensembles. (EVEN SPRING)

425 *Music of Sub-Saharan Africa (3:3)
GE Marker: GN
Study of traditional and popular musics in Africa in relationship to social and historical contexts. Topics include regional styles, performers' roles, instruments, concepts and uses of music, and performance contexts.

431 Selected Topics in Ethnomusicology (3:3)
This course with rotating topics will examine particular music traditions and current issues in the field of ethnomusicology beyond the survey level. Topics may focus on geographical areas (Africa, Indonesia, Native American, etc.) or theoretical/methodological issues (Music and Gender, Music and Identity, Popular Music, Fieldwork, etc.).

435 Percussion Literature (3:3)
Pr. upper division percussion majors or permission of instructor
Survey of percussion literature from the medieval era to the present emphasizing the role of percussion in various musical settings. (ODD SPRING)

436 Band Literature (3:3)
Band literature and origins of the band emphasizing its import and expanded cultivation during past century in United States and Europe. (ODD SPRING)

437 String and Keyboard Chamber Literature (3:3)
Pr. upper division students or permission of instructor
Survey of string and piano chamber music literature from the seventeenth century to the present. Emphasis on historical perspectives, performance of representative works, and score analysis. (ODD FALL)

450 Electroacoustic Music Composition (3:3:3)
Pr. 350 or 550, or permission of instructor
Further exploration of compositional concepts dealing with MIDI, sound synthesis, and multitracking basic recording techniques. Includes emphasis on live, interactive electronic music resources including Max/MSP, C-sound, Reaktor, and others. (SPRING)

460 History of Jazz (3:3)
Pr. 206, 301, 331, 332, 333
Chronological survey of jazz music and jazz history. Introduction to standard reference works and investigation of socio-cultural aspects. (EVEN SPRING)

463 Advanced String Methods (2:2)
Pr. 363 or permission of instructor
Overview of classroom methods teaching for teaching strings with am emphasis on advanced skills on secondary string instruments. (FALL)

464 Choral Music in the Secondary School (3:3:1)
Pr. senior standing or permission of instructor; admission to Teacher Education
Survey of choral music instruction in secondary school, including evaluation of materials, development of teaching and rehearsal strategies, and organization of choral music program; includes supervised teaching practicum. Required of all choral/general music education majors. (FALL)

465 Student Teaching in Music (10)
Pr. 464 or 467; senior standing; admission to the professional semester for student teaching
Coreq. 466, 468, 469
Intensive, field-based internship in school music education. Includes practical applications of previous course work in supervised settings. Taught as Speaking Intensive Course. (FALL & SPRING)

466 Seminar for Student Teachers (0:0:1)
Coreq. 465, 468, 469
Forum providing special education opportunities in conjunction with student teaching experiences. Emphasis placed on professional aspects of teaching. Required: student teachers. (FALL & SPRING)

467 Instrumental Music in the Schools (3:2:2)
Pr. senior standing; 363, 364, 365, 366, 367B; admission to teacher education
Methods of teaching instrumental music, including study of administrative procedures, repertoire, personnel, and resources; application of music teaching techniques. (FALL)

468 Teaching Music in a Multicultural Population (1:1)
GE Marker: GN
Coreq. concurrent enrollment in MUS 465 or permission of instructor
Seminar for prospective music teachers to develop understanding and teaching strategies for students in a broad spectrum of ethnic groups. (FALL & SPRING)

469 Teaching Music to the Exceptional Child (1:1:1)
Coreq. concurrent enrollment in MUS 465 or permission of instructor
Seminar for beginning music educators to develop skills and acquire knowledge necessary to plan for and teach exceptional students in mainstreamed and self-contained music teaching and learning environments. (FALL & SPRING)

470 Woodwind Literature (3:3)
Pr. MUS 351 performance level, or permission of instructor
Survey of woodwind solo and chamber literature, 17th century to the present. Emphasis on historical perspectives, woodwind genres, performance practice, performances of representative works, and score analysis. (ODD SPRING)

471 String Solo Literature (3:3)
Pr. upper division string students, or permission of instructor
Survey of literature for the violin, viola, cello, and bass from the seventeenth century to the present. Emphasis on historical perspectives, score analysis, aspects of performance practice, and performance of representative compositions. (EVEN FALL)

472 Instrumental Conducting II (2:1:2)
Advanced conducting techniques, with emphasis on instrumental conducting. (SPRING)

473 Brass Solo Literature (3:3)
Pr. 351 level or above in brass performance studies or consent of instructor
Survey of brass solo literature from the seventeenth century to the present. Emphasis on historical perspectives, aspects of performance practice techniques, performances of representative works, and score analysis. (EVEN FALL)

**Open to all University students.*

479 Music Education Workshop (1–3)
Pr. permission of School of Music, to be based upon appropriate academic or professional training
- *May be repeated once for credit if topic differs.*
- *Grade: Satisfactory/ Unsatisfactory, S/U*

Activities and study involving specific experiences related to music education. Credit hours, duration, and subject emphasis for the course will vary as announced.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes*

497 Directed Study in Music (1–3)
Pr. permission of supervising professor and Dean of School of Music
- *May be repeated for credit if topic varies.*

Supervised research in advanced subject area resulting in written document or composition. Project outline (available in School of Music office) prepared by student and supervising professor and approved by Associate Dean and Dean of School of Music. A. Directed Study in Music Education; B. Directed Study in Performance, Composition, Theory; C. Directed Study in Music History and Literature. (FALL & SPRING & SUMMER)

Courses for Advanced Undergraduates & Graduate Students

Courses in the 500 and 600 groups may not be available every year. Please inquire at School of Music for schedule. 600-level courses are not available for undergraduate students unless qualified for dual registration.

500 Organ Pedagogy (3:3)
Pr. junior, senior, or graduate keyboard major or principal

A study and evaluation of procedures used in the teaching of organ. Emphasis on skills and techniques through exercises and literature. (OCC)

507 Modal Counterpoint (3:3)
Pr. 202 and 206 or permission of instructor

Contrapuntal techniques and standard forms of Renaissance sacred vocal repertoire. Analysis of music by such composers as Josquin, Palestrina, and Lassus. Standard writing techniques of motet and mass; aural training. (SPRING)

508 Tonal Counterpoint (3:3)
Pr. 202 and 206 or permission of instructor

Contrapuntal techniques and standard forms of the middle and late Baroque. Analysis of music by composers from Corelli to Bach, composition in representative forms, and aural training. (FALL)

510 Advanced Tonal Analysis (3:3)
Pr. MUS 202 and 206 or graduate standing

Analysis of selected major compositions in the tonal repertoire. Reading and discussion of literature on theoretical concepts and on analysis and interpretation. (SPRING)

511 History of Opera (3:3)
Pr. 333 or permission of instructor

Principal opera composers and styles from Monteverdi to the present; analytical study of selected major works. (ODD SPRING)

513A, 514A Song Repertory I, II: Voice (1:0:2), (1:0:2)
Pr. Voice 251 and courses in the grammar and/or the phonetics of the language (German for 513A, French for 514A), or permission of instructor
- *Each semester may be repeated once for credit.*
- *Open to junior, senior, and graduate music majors.*

Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513A—FALL, 514A—SPRING)

513B, 514B Song Repertory I, II: Piano (1:0:2), (1:0:2)
Pr. Piano 251 or permission of instructor
- *Each semester may be repeated once for credit.*
- *Open to junior, senior, and graduate music majors.*

Class study of selected songs with emphasis on stylistic elements. First semester: German Lieder from Haydn through Strauss. Second semester: French song from Berlioz to present; modern English and American songs. (513B—FALL, 514B—SPRING)

521 *History of Art Song (3:3)
Pr. 333 or permission of instructor

Detailed study of art songs representative of various styles and periods from 1650 to the present. Emphasis on musical and poetic considerations and stylistic development of the major composers of the Lied and melodie. (ODD FALL)

525 Overview of Tonal Harmony and Form (3:3)
Pr. permission of instructor

Review of tonal harmony, voice-leading, and form. (FALL)

526 Overview of Western Music History (3:3)
Pr. permission of instructor

Review of western European music history from the Greeks to the present day including the classical art tradition in America. (SPRING)

528 Choral Music since 1750 (3:3)
Pr. 333 or permission of instructor

Study of significant genres and major composers of choral music since 1750; detailed examination of selected masterworks. (EVEN FALL)

529 Renaissance Music (3:3)
Pr. 331 or permission of instructor

Comprehensive, historical survey of music in fifteenth and sixteenth centuries with detailed study of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (EVEN SPRING)

530 The Baroque Period in Music (3:3)
Pr. 332 or permission of instructor

Comprehensive, historical survey of music of Baroque era from Monteverdi through Bach and Handel with detailed study of styles of representative composers evidenced in selected monumental works. Attention given to bibliography and discography for further study. (EVEN FALL)

531 Classicism and Romanticism in Music: 1750–1850 (3:3)
Pr. 333 or permission of instructor

Examination of major contributions of Mozart, Haydn, Beethoven, Schubert, Berlioz, Schumann, etc., to western traditions. Special attention given to development of music for symphony orchestra and piano. (ODD SPRING)

532 The Post-Romantic Tradition in Music: 1850–1914 (3:3)
Pr. 333 or permission of instructor

Study of developments in history of music from Wagner through early Schoenberg. Special attention given to changes in styles between music and other arts. (ODD FALL)

**Open to all University students.*

533 Twentieth-Century Music: 1890–1950 (3:3)
Pr. 333 or permission of instructor
Survey of composers and musical styles which emerged in Europe and the Americas from impressionism through the beginnings of electronic music. (EVEN SPRING)

534 Music Since 1945 (3:3)
Pr. 333 or permission of instructor
Study of creative trends and issues in music and related media in Europe and the United States since World War II. (EVEN FALL)

538 The Symphonic Tradition (3:3)
Pr. 332, 333 or permission of instructor
Advanced study of symphonic styles and techniques from Baroque era to present. (EVEN SPRING)

541 Principles of Vocal Pedagogy (3:3)
Pr. senior or graduate standing as a voice major or principal or permission of instructor
Teaching process as applied to singing. Includes historical development and an examination and comparison of concepts and approaches past and present. (FALL)

550 *Electronic Music (3:2:2)
Same as 350 above. Introductory course in electronic composition. Lecture and laboratory experience. (FALL & SPRING)

566 Orchestration (3:3)
Advanced techniques in instrumental scoring for large ensembles such as orchestra, wind ensemble, and jazz ensemble. Historical and stylistic analysis of the art of orchestration. Additional practical exercises in scoring and arranging for small and large ensembles.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

*Open to all University students.

School of Nursing

112 Moore Building
336/334-5010
www.uncg.edu/nur

FACULTY
Lynne G. Pearcey, Professor and Dean
Virginia B. Karb, Associate Professor and Associate Dean
Eileen M. Kohlenberg, Associate Professor and Associate Dean
Debra Wallace, Professor and Director of Research
Professors C. Blue, H. Brown, Chamings
Associate Professors Barba, Courts, Dick, Ivanov, Kennedy-Malone, Krowchuk, Tesh
Clinical Associate Professors Cowen, Helfers, Lehman, Lutz, McNeal, Packheiser, Sandoval, VonCannon
Assistant Professors Aucoin, C. Baker, Bartlett, A. Bland, P. Crane, J. Hu, E. Jones, Kautz, Letvak, Lewallen, Rossen
Clinical Assistant Professors Clapp, Collins, DeBrew, D. Hancock
Clinical Instructor Stanford
Visiting Assistant Professors E. Amoako, Maree, S. Ouellette
Lecturers Bannon, Cunningham, M. Hancock, Kordsmeier

ADJUNCT FACULTY
Adjunct Associate Professor Woodard
Adjunct Assistant Professors Barham, M. Collins, Donley, Jarrett-Pulliam, B. Johnson, Liner, Matthews, Mooth, B. Smith
Adjunct Instructors J. Barba, Bensky, Crumb, Darnell, Delametter, Ellis, Essick, Hamilton, Jacubowitz, Johnson, Kearney, Kiser, Kring, L'Heureux, McPhail, Murphy, R. Ouellette, Owens, Patton, Ripley, Sappenfield, Shedlick, Spinks, Thomson, Webb

Mission Statement

As an integral academic unit of The University of North Carolina at Greensboro, the School of Nursing is dedicated to teaching, research, and service that contribute to the maintenance and improvement of health for individuals, families, and communities. With a commitment to excellence, the School of Nursing provides mutually supportive undergraduate and graduate nursing programs.

Students are afforded opportunities at various stages of their lives to obtain an education that is firmly grounded in the liberal arts, congruent with standards for professional nursing practice, and preparatory for lifelong learning and professional development. The School of Nursing is dedicated to the primacy of teaching that is based in scholarship and to the advancement of knowledge through research. The intellectual resources of the School of Nursing are used to provide professional and public services to a global society.

As part of an urban university, the School of Nursing recognizes its responsibility to provide exemplary learning environments on campus, through distance education, and in underserved areas of North Carolina. The School of Nursing is committed to sustaining a community in which women and men of any racial or ethnic identity, age or background are motivated to develop their full potential and to achieve an informed appreciation of their own and different cultures.

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree. The first two years of study are in general education, basic sciences, humanities, and basic nursing. The majority of work in the junior and senior years is in nursing.

The School of Nursing also offers a Master of Science in Nursing degree to prepare persons for a leadership role in nursing education, administration, and clinical practice. This program has a strong research emphasis and is founded on specialization in clinical practice. The School, along with the Bryan School of Business and Economics, offers the M.S.N./M.B.A. The School of Nursing also offers the Ph.D. in Nursing to prepare nurses as scientists in academia and industry.

Accreditation

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing. It is accredited by the National League for Nursing Accrediting Commission (NLNAC). For information, contact the NLNAC at 61 Broadway, New York, NY 10006, 212/363-5555. The School of Nursing is an agency member of the National League for Nursing in the NLN Council of Baccalaureate and Higher Degree Programs.

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202/887-6791.

Philosophy

The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the discipline and profession of nursing as well as nursing education. The conceptual framework and the goals of the undergraduate and graduate programs are built upon this philosophy.

Nursing is both a practice discipline and a profession. Comprising the discipline is a unique body of knowledge that is integral to nursing practice, nursing education, and nursing administration. The body of knowledge is continuously developed and refined as an outcome of scientific, historical, philosophical, and ethical inquiry and clinical evaluation. Nursing knowledge is generated about health through behaviors of persons across the life span. Clinical evaluation advances nursing knowledge through the testing and validation of interventions that are used in nursing practice, nursing education, and nursing administration. The metaparadigm concepts of person, environment, health, and nursing form the foundation upon which inquiry and the profession are based.

Professional nurses use knowledge developed by the discipline to promote optimal health in people and to achieve professional goals. Nursing is an essential component of the health care delivery system and includes the promotion of wellness, the detection of alterations in health, and the provision of care for those with illness, disease, or dysfunctions. Professional nursing is characterized by inquiry, caring, and practice. Nurses are professionally, ethically, and legally accountable for the care they provide, and their practice includes independent and interdependent functions.

Professional nursing education is built upon a foundation of liberal arts, humanities, and the sciences, and it provides opportunities for learners to attain competencies required to practice professional nursing at differentiated levels. Mature learners identify the need to know and assume responsibility for their own learning. Effective teachers establish an inviting learning environment that promotes collaboration among themselves and their learners for achievement of educational goals. Baccalaureate education prepares nurses to function as generalists, while education at the master's level prepares nurses as advanced practitioners in a speciality area.

Admission for Pre-licensure Students

Students must be formally admitted to the School of Nursing which is an upper division major. Only students who have formal, written acceptance into the School will be permitted to register in advanced nursing courses and complete work for the major. Admission should normally be sought during the sophomore year. The application deadline is February 1 of each year. Applications are obtained from the Advising Center in the School of Nursing. Transcripts from all post-secondary schools attended must be submitted with the application.

Minimum Criteria to Remain a Nursing Major Prior to Admission to the Clinical Courses, Pre-licensure Program

1. Nursing majors must earn a 2.0 or higher in their first semester in order to remain a declared Nursing major. Students with a GPA below 2.0 after their first semester must change to a major other than Nursing.
2. After attempting 30 semester hours at UNCG, Nursing majors must have a 2.70 or higher cumulative UNCG GPA to remain a declared Nursing major. Students not meeting this requirement must change to a major other than Nursing.
3. Students wishing to change their major to Nursing from another major must have a 2.70 or higher cumulative UNCG GPA to do so.
4. Transfer students with more than 30 transferred hours must earn a 2.70 or higher UNCG GPA on the first 12 hours attempted at UNCG in order to remain a declared Nursing major. Students not meeting this requirement must change their major out of Nursing.
5. Incoming transfer and second-degree students must have a transfer GPA of 2.70 or greater to declare Nursing as their major upon admission to the University.

Minimum Criteria for Admission

1. Overall grade point average of 2.70 or higher
2. A grade of B- (2.70) or higher in NUR 210 and 220
3. A grade of C (2.0) or better in each of the following courses: BIO 271, 277, 280; HDF 211; PSY 121
4. No more than two of the above prerequisite courses may be repeated to earn the minimum required grade or better. Prerequisite courses may be repeated only one time.
5. Admission to the upper division is contingent upon receipt of a satisfactory evaluation signed by the student's physician of the applicant's physical and emotional health to provide nursing care. Forms will be sent to the applicants during the spring semester and must be completed and on file in the School of Nursing by the following July 1.

Students may not enroll in nursing courses beyond the foundation level courses cited above without being admitted to the School. Application for admission is possible while students are still completing the prerequisite courses, but unconditional admission cannot be granted until admission criteria have been successfully completed.

Admission to the University does not guarantee acceptance into the nursing major. Various health care agencies in Piedmont North Carolina cooperate with the School of Nursing

in providing clinical learning experiences for students. The size of each incoming junior class is determined by the availability of these clinical resources. Therefore, it is impossible to assure space for every student who meets the criteria.

Registered Nurses

RNs interested in completing the B.S.N. degree need to meet the University's requirements for admission. A registered nurse who brings advanced placement may build a minor in order to complete the 122 semester hours required for graduation. The Registered Nurse who has completed the prerequisite academic work and is ready to enter the professional major may earn up to 30 hours of credit for selected courses by special examination. Applications for special examinations are available in the Advising Center of the School of Nursing. Registered nurse students must make a C (2.0) or better in NUR 370 and 371 and a passing grade for the special examinations to be admitted into the 400-level nursing courses. Registered Nurse students must provide evidence of current, active, unrestricted RN licensure prior to admission to the required 300-level courses, and must have a current, active, unrestricted North Carolina RN license prior to enrollment in the required 400-level courses. Registered Nurse students who hold unrestricted RN licenses in states covered by the multistate Nurse Licensure Compact do not need to be licensed separately in North Carolina, unless they become residents of North Carolina. See the N.C. Board of Nursing Web site at www.ncbon.org. The length of time required to complete the program varies with each individual.

Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or better in all required 300- and 400-level nursing courses in order to progress and graduate. An overall grade point average of 2.0 or better is required to graduate.
2. Failure to earn a grade of C (2.0) or better will result in immediate dismissal from the School of Nursing.
3. Students in the upper division clinical nursing courses who interrupt their studies for personal or academic reasons for longer than one year must reapply for admission to the upper division. (This item does not apply to RN to B.S.N. students).
4. The required 300- and 400-level courses in the pre-licensure program are designed to be completed in two academic years. Students who voluntarily withdraw from one or more of these required courses are considered to have withdrawn from the program and must apply for readmission prior to enrolling in the next semester.

Grading in Practicum and Laboratory

A grade of unsatisfactory in lab or clinical practicum in nursing courses will result in a course grade of F.

Appeal Procedure Related to Progression Policies

If a student wishes to appeal a policy in the School of Nursing, the student should complete a "Student Appeal Request." The Student Admission, Progression, and Appeals Committee hears student appeals. Students may obtain the request form and discuss the appeals process with the Chair of the Committee or the Associate Dean (undergraduates) or the Director of Graduate Studies (graduate students).

General Information

1. Nursing majors are required to purchase uniforms—estimated cost is $180. Uniforms are required for clinical activities in the 300- and 400-level nursing courses. Students usually purchase uniforms in the second semester of the sophomore year.
2. Students will be charged for costs associated with course activities, including the cost of liability (malpractice) insurance (required for students in any clinical course), end of program diagnostic or assessment tests, and junior level lab kits.
3. Students enrolled in 300- and 400-level courses with a clinical component are responsible for their own transportation to and from the agencies used for clinical activities/practicum experiences. Car owners are reminded that current liability insurance is required by North Carolina law.
4. Students admitted to the major must provide evidence of the following by July 1 (forms will be sent to students earlier in the summer):
   a. A tuberculin Mantoux skin test (or chest X-ray if skin test is positive)—annual requirement
   b. A tetanus toxoid immunization—every ten years
   c. Rubella and Measles evidence as required by the University
   d. History of Mumps or Mumps immunization
   e. Evidence of chicken pox immunization or positive titre
   f. All students beginning clinical courses must have evidence of Hepatitis B immunization. Students who begin their series of immunizations after January 1, 2003 must also have evidence of a post-vaccination positive titer, or evidence of revaccination, unless they are still in the initial course of immunization. For students in the pre-licensure program, the initial series must be started prior to the first year of clinical, and a positive titer or evidence of beginning the second series of immunization is required prior to the start of the second year of clinical.
   g. Rarely, immunization requirements must be changed on short notice. Students will be informed of changes as soon as they occur.
   h. Students beginning clinical courses during the spring semester must submit their immunization information by the preceding December 1.
5. All students enrolled in clinical courses must provide evidence that they are certified to perform cardiopulmonary resuscitation (CPR), and must remain certified.
6. Registered Nurse students are responsible for the items listed under "General Information" above, with the following modifications:
   a. Registered Nurses are not required to purchase uniforms, but must wear identifying name tags and lab coats or uniforms appropriate to the clinical setting. Specific requirements will be discussed in each clinical course.
   b. Immunization requirements listed must be on file in the School of Nursing prior to beginning a clinical course. Forms are sent to students who preregistered for clinical courses. Students who do not preregister and have not received the immunization

forms should stop by the Advising Center of the School of Nursing to obtain the forms.

7. Students are responsible for all costs associated with their own health care. Students are encouraged to have health insurance, and to be familiar with its provisions.
8. Beginning January 1, 2005, all nursing students must have an approved criminal background check prior to beginning clinical activity. For RN to B.S.N. students, results must be submitted prior to beginning NUR 474 or any other course with a clinical component (by August 1 for fall semester or December 1 for spring semester). For students in the pre-licensure program, results must be submitted by August 1, prior to enrolling in the required 300-level nursing courses. The School of Nursing has contracted with FirstPoint, Inc. of Greensboro, NC to perform this service. The cost is to be paid by the student.
   The results will be kept in the student's School of Nursing file and will be destroyed upon graduation, withdrawl, or termination from the program. The Associate Dean for Undergraduate Programs will receive the results of the criminal background check of each undergraduate student. The School will not use this information in any way except to verify to clinical agencies that students have been subjected to the background check and to release a copy of the information to the agency, if requested. Students must sign two release forms (copies available in the Associate Dean's Office), which will authorize the release of the information to the clinical agency, if requested.
   This criminal background check does not replace the one that will be done by the NC Board of Nursing prior to initial licensure as a Registered Nurse (see item #15).
   It is up to the student to contact FirstPoint, Inc. to initiate this process. Contact information for FirstPoint, Inc.: Oyama Mapp, omapp@firstpointresources.com, 800/288-7408 ext. 3073 (local 336/378-6300 ext. 3073).
9. Substitutions for prerequisite courses may be made with prior approval from the Office of the Associate Dean, School of Nursing.
10. Qualified students are encouraged to take Honors courses in the arts and sciences.
11. All students are encouraged to take either Advanced Placement Exams, Biology Department exemption exam, or CLEP exam for BIO 111 which is prerequisite for BIO 271, 277, and 280.
12. All students are encouraged to take the CHE 103 exemption exam offered by the Chemistry Department. The exam determines if a student should take CHE 103 (fall semester) prior to taking CHE 104 and 110 (spring semester).
13. The pre-licensure B.S.N. program is designed to be completed in eight (8) semesters [four (4) academic years] of full-time study. Some students may wish to spread the requirements over 10 semesters, or to attend summer school. Depending on the number of transfer hours a student brings to UNCG, Registered Nurses may be able to complete the program in three (3) semesters of full-time study, but part-time study is also available.
14. A detailed School of Nursing Student Handbook that contains additional information is available on the Web at www.uncg.edu/nur.
15. Graduates of the pre-licensure program are eligible to apply for licensure as a Registered Nurse. Applicants for initial licensure in North Carolina must have a criminal background check. See the Web page for the NC Board of Nursing at www.ncbon.org for questions.

Policies for Nurses

Policy on Unsafe Practice

The nursing faculty of the School of Nursing have an academic, legal, and ethical responsibility to prepare graduates who are competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the School of Nursing for practice or behavior which threatens or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

I. Student Awareness

All students are expected to be familiar with the principles of safe practice and are expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications.

II. Definition

An unsafe practice is defined as:

a. An act or behavior of the type which violates the North Carolina Nursing Practice Act, Article 9 of chapter 90 of the North Carolina General Statutes (NCGS §90-171.37; §90-171.44)
b. An act or behavior of the type which violates the Code of Ethics for Nurses of the American Nurses' Association
c. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the client, a family member or substitute familial person, another student, a faculty member or other health care provider
d. An act of behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

III. Investigation and Evaluation of an Unsafe Practice

When an incident occurs which a faculty member believes may constitutes an unsafe practice, he/she shall immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Course Chair and/or Department Chair within the School of Nursing.

The Course Chair and/or Department Chair will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Course Chair or Department Chair may require remedial work or instruction for the student.

If the incident is major, the Course Chair or Department Chair, in consultation with the involved faculty member, will review the student's clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon

this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, or to dismiss the student from the School will be made.

The Dean will be informed of the decision and will send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will submit a written request to the School of Nursing Student Admission, Progression and Appeals Committee. The Department Chair will provide the accumulated correspondence or documentation related to the issue to the committee. A request for an appeal should occur within seven (7) working days of receipt of written notification of the decision from the Dean.

IV. Hearing Process

The Chair of the School of Nursing Student Admission, Progression, and Appeals Committee will thereafter notify the student, the faculty member, Course Chair, and Department Chair as to the time and place for a hearing.

The Committee will hold a closed hearing within ten (10) days of receipt of the request for an appeal, at which time the faculty member, Course Chair, and Department Chair may be present and provide documentation and other oral or written evidence regarding the incident. The student may be present and will be given an opportunity to provide documentation and other oral or written evidence regarding the incident. The student will be allowed an advocate/support persons at the hearing; however, the support person cannot be an attorney, and will not be permitted to speak.

Following the factual presentation, the Committee will convene in executive session to review the actions taken against the student for unsafe practice and to make a recommendation regarding the resolution of the incident. The Committee will base its recommendation on the evidence presented at the hearing.

The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend the following remedies: support for the action take, remedial work or instruction, a reprimand, withdrawal from the course, or dismissal from the School of Nursing.

V. Post-Hearing Process

The Dean may accept or reject the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report of the Committee. The Dean will notify the student and the faculty member(s) as to the decision made.

Dismissal from the School of Nursing does not constitute dismissal from the University.

A student who has been dismissed may reapply for admission to the School of Nursing. The application will be reviewed by the School of Nursing Student Admission, Progression and Appeals Committee.

Graduate students in the School of Nursing should refer to the current Graduate School Bulletin for the "Policy on Unsafe Practice" for graduate students.

Policy on Dismissal of Students Who Present Physical or Emotional Problems That Do Not Respond to Treatment

Students can be dismissed from the School of Nursing for Physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time.

I. Investigation and Evaluation

When faculty members identify a student that presents physical and/or emotional problems that do not respond to appropriate treatment and/or counseling, they immediately suspend the student from the course. Faculty notify the Course Chair and/or Department Chair within the School of Nursing. Upon determination by the faculty, Course Chair, and Department Chair, that the physical and/or emotional problems warrant dismissal from the School of Nursing, the Dean will be notified. The Dean, in consultation with the faculty, and upon review of the documentation, will make a decision regarding dismissal of the student from the School of Nursing. The Dean will send written notification of the decision to the student. Should the student wish to appeal the decision the student will submit a written request to the School of Nursing Student Admission, Progression and Appeals Committee. The Dean will provide the accumulated correspondence or documentation related to the issue to the committee.

A request for an appeal should occur within seven working days of written notification of the decision from the Dean.

II. Hearing Process

The Chair of the School of Nursing Student Admission, Progression, and Appeals Committee will thereafter notify the student, the faculty member, the Course Chair, and Department Chair as to the time and place for a hearing to determine whether the physical and/or emotional problems warrant dismissal.

The committee will hold a closed hearing within ten days at which time the faculty member, Course Chair, and Department Chair will be present and will provide documentation and other oral or written evidence regarding the incident. The student will be present and will be given opportunity to provide documentation and other oral or written evidence regarding the problem.

The student will be allowed an advocate/support person at the hearing; however, the support person cannot be an attorney, and will not be permitted to speak.

Following the factual presentation, the Committee will convene in executive session to determine whether the problem warrants dismissal from the School. The Committee shall make its recommendation in writing to the Dean and forward pertinent documentation. The Committee may recommend dismissal from the School of Nursing major, or reinstatement in the program.

III. Post-Hearing Process

The Dean may accept, reject, or modify the Committee's recommendation. The Dean's decision will be made after review of the minutes of the hearing and report of the Committee. The Dean will notify the student and the faculty member(s) as to the determination.

Dismissal from the School of Nursing does not constitute dismissal from the University.

A student who has been dismissed may reapply for admission to the School of Nursing under the provisions published in the *Undergraduate Bulletin*. Graduate students in the School of Nursing should refer to the current edition of *The Graduate School Bulletin* for the "Policy on Dismissal of Students Who Present Physical and/or Emotional Problems that do not respond to Treatment" for graduate students.

Tuition and Financial Aid

Detailed information about tuition, financial aid application procedures, and undergraduate scholarships can be found in the section **Financial Aid**.

Nursing Major (NURS)

Degree: Bachelor of Science in Nursing (B.S.N.)

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Nursing, U701
Nursing/RN to B.S.N., U702
Nursing/RN 2Plus Program, U710
Outreach Programs:
Nursing/RN to B.S.N., U702
Nursing/RN 2Plus Program, U710

Student Learning Goals

The baccalaureate program of the School of Nursing prepares graduates to:

1. Practice professional nursing through the use of knowledge, critical thinking, inquiry, communication, and caring.
2. Function independently and interdependently in the health care system while providing nursing care to individuals, families, groups, and communities.

Requirements for the B.S.N.

I General Education Core Requirements (GEC):

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category **S.H.**

Students may select courses for:

Literature (GLT) 3
Fine Arts (GFA) 3
One additional GLT, GFA, or GPR course 3
Historical Perspectives on Western Culture (GHP) 3
Reasoning and Discourse (GRD) 6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course

Department specifies courses for:

Philosophical/Religious/Ethical Perspectives (GPR) 3
required: PHI 121 or 220
Mathematics (GMT) 3
required: STA 108 (prerequisite to NUR 415 or 473)
Natural Sciences (GNS) 7–8
required: CHE 104 and 110L and one additional GNS course
Note: BIO 111 is the required prerequisite for the three required 200-level biology courses (BIO 271, 277, 280). Students who complete the entire biology sequence at UNCG will typically fulfill the second GNS requirements with BIO 111. NTR 213 also satisfies GNS.
Social and Behavioral Sciences (GSB) 6
required: PSY 121, and one additional GSB course selected from SOC 101 or 202 or ATY 100
Note: HDF 211 also meets the GSB requirement.

II General Education Marker Requirements: B.S.N.

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker
Note: ATY 100 carries the GN marker.

Department specifies course for:

One Speaking Intensive (SI) Course
In addition to the SI Marker requirement indicated above, **students must also complete a second SI course within the major**: required: NUR 440.

One Writing Intensive (WI) Course
In addition to the WI Marker requirement indicated above, **students must also complete a second WI course within the major**: required: NUR 310.

III Major and Related Area Requirements

1. NUR 210‡, 220‡, 310, 320, 340, 360, 380, 410, 415, 420, 425, 430, 435, 440
2. BIO 271*, 277*, 280*; CHE 104** and 110L*; HDF 211*; NTR 213*; PHI 121* or 220*; PSY 121*; SOC 202* or 201* or ATY 100*; STA 108*

‡*Students must have a 2.70 GPA or higher to enroll in NUR 210 and 220. Through August 2004, NUR 210 meets the requirement of one Writing Intensive course in the major.*

**PHI 121 or 220 satisfies GPR; STA 108 satisfies GMT; NTR 213 and CHE 104 & 110L satisfy GNS; PSY 121, and one of SOC 101, SOC 202, or HDF 211 satisfy GSB; ATY 100 also meets the GN Marker requirement; SOC 202 also meets a GL Marker requirement.*

***BIO 271, 277, and 280 have a prerequisite of BIO 111, which satisfies one GNS requriement; CHE 104 has a prerequisite of CHE 103.*

IV Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

NOTE: Requirements listed above in item 2, with the exceptions of PHI 121 or 220, STA 108, NTR 213, and electives, must be completed prior to enrolling in 300-level or 400-level nursing courses. Because of the time commitments involved with the 300- and 400-level nursing courses, and the difficulties in scheduling non-nursing courses concurrently with nursing courses, students should try to have most GEC course requirements completed prior to entering the upper division major.

REQUIREMENTS FOR REGISTERED NURSE PROGRAM
(including 2Plus Students)

NOTE: Students who graduate from associate degree nursing programs, including 2Plus programs, are not required to meet the UNCG General Education Requirements (GEC) in the categories of Social and Behavioral Sciences (GSB), Natural Sciences (GNS), or Reasoning and Discourse (GRD). Students who graduate from diploma nursing programs will be expected to meet requirements for all GEC categories outlined beginning on p. 51. Graduates of foreign nursing programs will be advised on an individual basis.

I General Education Core Requirements (GEC): for 2Plus Students

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Two courses from any of the three following categories: Literature (GLT), Fine Arts (GFA), Philosophical/Religious/Ethical (GPR)	6
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT) required: STA 108	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for the following:

Global/Global Non-Western Perspectives (GL/GN)
two courses carrying GL/GN markers, one of which must carry the GN marker

Speaking Intensive (SI)
one course carrying the Speaking Intensive (SI) marker: required: NUR 472

III Major and Related Area Requirements for all Registered Nurses

1. Completion of Special Examinations at a satisfactory level
2. NUR 370, 371, 470, 471, 472, 473, 474, and one NUR elective
3. STA 108 (satisfies the GMT requirement)

IV Electives

Electives must be sufficient to complete 122 total semester hours required for degree.

COURSE REQUIREMENTS FOR SPECIAL STUDENT POPULATIONS

Licensed Practical Nurse Students seeking a B.S.N.

Same as for the B.S.N. program outlined above, with the following exceptions:

1. LPN students must hold a current, active unrestricted LPN license in North Carolina, or in a state covered by the multi-state Nurse Licensure Compact. For questions see the NC Board of Nursing Web site at www.ncbon.org.
2. May earn credit (4 s.h.) for the following course by examination: NUR 210.

Students pursuing the B.S.N. as a second degree

1. Prerequisite courses include anatomy, physiology, microbiology, NUR 210 and NUR 220 prior to entering the upper division major. STA 108 or its equivalent is a required pre- or corequisite for NUR 415. The same "Minimum Criteria for Admission" on p. 255 apply.
2. Second degree students must also apply for admission to the upper division major.
3. Completion of other University requirements for the degree.
4. Satisfactory completion of the required 300- and 400-level courses (NUR 310, 320, 340, 360, 380, 410, 415, 420, 425, 430, 435, 440)

Registered Nurse Students seeking a B.S.N.

1. Satisfactory completion of NUR 370 and 371.
2. May earn credit (30 s.h.) for the following courses by examination: NUR 210, 220, 310, 320, 340, 360, and 380. The cost of taking the exams one time is approximately $165. There is an additional charge to the student for posting credit to the transcript.
3. Satisfactory completion of NUR 470, 471, 472, 473, 474, and one NUR elective. Example nursing electives include NUR 330, 345, 405, and 500-level nursing courses.
4. Completion of the GEC requirements (See pp. 51–56 of this *Undergraduate Bulletin*)
5. Students must also meet the Residency Requirement of 31 s.h. of course work earned at UNCG. Credit for the Special Examinations does not apply toward the Residency Requirement.
6. Completion of sufficient electives to earn a minimum of 122 s.h.
7. Completion of other University requirements for the degree.
8. RN students must hold a current, active unrestricted RN license in North Carolina, or in a state covered by the multi-state Nurse Licensure Compact. For questions see the NC Board of Nursing Web site at www.ncbon.org.

Honors in Nursing

The International Honors College offers Nursing students three possible Honors programs: General-Education Honors, Disciplinary Honors in Nursing, and Full University Honors in Nursing. For information about these options, see **Honors Programs** (pp. 208–209)

Disciplinary Honors in Nursing

Requirements

- UNCG GPA of 3.30 of higher at graduation
- At least 12 s.h. of Honors course work with grades of at least B (3.0) as follows:
  - ❖ 6–9 s.h. of Honors course work in the major (contract courses* in Nursing, NUR 493, or any 500-level NUR courses), and/or
  - ❖ 1–3 s.h. of other Honors course work, and
  - ❖ 3 s.h. in the form of HSS 490: Senior Honors Project

**Contract courses in Nursing include the following:*

Pre-licensure program: NUR 310, 320, 330, 340, 345, 360, 405, 410, 415, 420, 430

RN to B.S.N. program: NUR 330, 370, 371, 405, 470, 471, 472, 473, 474

Recognition

Students who complete Disciplinary Honors receive a *Certificate of Disciplinary Honors in Nursing* and have that honor, along with the title of their Senior Honors Project, noted on their official transcripts. Students who complete both General-Education Honors and Disciplinary Honors are distinguished for special recognition and receive a *Certificate of Full University Honors in Nursing*.

Honors Advisor

See Ms. Debra Stanford, Moore Nursing Building, for advisement regarding Honors in Nursing.

NURSING COURSES (NUR)

Courses for Undergraduates

110 Introduction to Nursing: Academic Preparation and Professional Practice (2:2)

Pr. freshman pre-nursing major or permission of course faculty

Introduction to professional nursing practice with an emphasis on development of academic skills and knowledge of learning resources related to the nursing major. (FALL & SPRING)

210 Concepts in Nursing (4:3:3)

Pr. sophomore standing; overall GPA 2.70 or higher

Coreq. concurrent enrollment in BIO 271 or 277, whichever has not been completed

- *Students must receive a grade of B- or higher in NUR 210 for acceptance into the Nursing Major.*

Introduction to basic concepts in nursing. Laboratory activities encourage self-awareness and include exercises in values clarification and communication patterns, with practice of basic nursing skills. (FALL)

220 Nursing Assessment of Well Individuals (4:3:3)

Pr. overall GPA 2.70 or higher; completion of BIO 271 or 277 with a grade of C or higher

Coreq. concurrent enrollment in BIO 271 or 277, whichever has not been completed

- *Students must receive a grade of B- or higher in NUR 220 for acceptance into the Nursing Major.*

Introduction to basic nursing assessment of well individuals over the life span. Laboratory activities encourage development of skills in interviewing, physical examination, and documentation of information. (SPRING)

310 *Nursing Care of Individuals with Psychosocial Problems (5:3:6)

Pr. NUR 210, 220; overall minimum GPA of C (2.0)

- *Taught as Writing Intensive.*

Nursing care of individuals who have mental health or psychosocial problems. Clinical activities in selected mental health settings. (FALL & SPRING)

320 *Nursing Care of Adults: Common Physiological Problems (5:3:6)

Pr. NUR 210, 220; overall minimum GPA of C (2.0)

Nursing care of adults who have common physiological problems. Clinical activities in medical or surgical units within acute care settings. (FALL & SPRING)

330 Health of Women (3:3)

Women and their health. Incorporating selected health issues, physical and developmental changes in the life cycle, health maintenance, and health problems. (OCC) (Elective credit for nursing majors)

340 *Nursing Care of the Developing Family (5:3:6)

Pr. NUR 210, 220; overall minimum GPA of C (2.0)

Nursing care of growing children in maturing family. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for children. (FALL & SPRING)

345 Basic Health Management of Children (3:3)

Pr. HDF 211

Health appraisal and recognition of symptoms of illness in children. Emphasizes needs of children in group settings from infancy through elementary school age.

360 *Nursing Care of the Emerging Family (5:3:6)

Pr. NUR 210, 220; overall minimum GPA of C (2.0)

Nursing care of families experiencing birth of an infant. Wellness emphasized, with the study of illness, disease, or dysfunction. Clinical activities in agencies where care is provided for parents and newborns. (FALL & SPRING)

370 Concepts of Professional Nursing (3:3:0)

Pr. must be licensed Registered Nurse; overall minimum GPA of C (2.0)

- *Taught as Writing Intensive (WI).*

Study of basic concepts in professional nursing. (FALL & SPRING)

371 Nursing Health Assessment (3:2:3)

Pr. must be licensed Registered Nurse; overall minimum GPA of C (2.0)

Study of the health assessment of individuals over the life span. Laboratory activities promote the development of assessment skills. (FALL & SPRING)

380 Nursing Skills (2:1:3)

Pr. 210 and 220

Introduction and practice of nursing skills necessary for care of clients in clinical settings. (FALL)

405 Pharmacology in Nursing (3:3)

Pr. admission to the School of Nursing or permission of instructor

Study of major drug groups and their action, use, side effects, and nursing care considerations. Emphasis on nursing care and teaching, built upon physiology and basic pharmacology. (SPRING)

410 Nursing Care of the Community of Older Adults (3:3)

Pr. 310, 320, 340, 360, or equivalent; overall minimum GPA of C (2.0)

Nursing care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and dysfunction. (FALL)

415 Nursing Leadership, Management, and Research (3:3)

Pr. 310, 320, 340, 360, or equivalent; overall minimum GPA of C (2.0)

Pr. or Coreq. STA 108 or equivalent

Introduction to the role of the professional nurse in leadership, management, and research in health care organizations across the continuum of care. (FALL)

420 Nursing Care in the Community (3:3)

Pr. 310, 320, 340, 360, or equivalent; overall minimum GPA of C (2.0)

Nursing care of individuals, families, and groups within the community setting. Exploration of environmental characteristics and resources. (FALL)

425 *Nursing Practicum I (4:0:12)

Coreq. 410, 415, and 420; overall minimum GPA of C (2.0)

- *Grade: Pass/Not Pass (P/NP)*

Clinical application of theories, concepts, and research in gerontological and community nursing. Emphasis on the leadership/management roles of the professional nurse. (FALL)

**Students must provide own transportation to practicum experiences.*

430 *Care of Individuals with Complex Illness (5:3:6)
Pr. 410, 415, 420, and 425; overall minimum GPA of C (2.0)
Nursing care of individuals/families with complex, multi-system illness. A case study approach to plan, manage, and evaluate patient care outcomes. (SPRING)

435 National Council Licensure Examination Review for Registered Nurses (1:2)
Pr. 410, 415, 420, and 425; overall minimum GPA of C (2.0)
Coreq. 430
Preparatory review for the National Council Licensure Examination for Registered Nurses. (SPRING)

440 *Nursing Practicum II (6:1:15)
Pr. 430; overall minimum GPA of C (2.0)
Coreq. 435
- *For senior level baccalaureate nursing students in their final semester of the major.*
- *Grade: Pass/Not Pass (P/NP)*
- *Taught as Speaking Intensive (SI).*

A concentrated 7½ week practicum where students simulate the roles of the employed graduate under the guidance of a selected nursing preceptor and a faculty facilitator. (SPRING)

470 Community Health Nursing Concepts and Care (3:3)
Pr. completion of 370 and 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)
- *Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact*

Nursing concepts and care of individuals, families, and groups within community settings. (FALL)

471 Nursing Care of the Older Adult (3:3)
Pr. completion of 370 and 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)
- *Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact*

Nursing concepts and care of older adults: theories of aging, physiological/psychological functioning, impact of developmental changes, illness, and chronic dysfunction. (SPRING)

472 Nursing Leadership and Management (3:3)
Pr. completion of 370 and 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)
- *Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact*
- *Taught as Speaking Intensive (SI).*

The professional nurse's role in applying principles of leadership and management in health care organizations across the continuum of care. (FALL)

473 Nursing Research (3:3)
Pr. completion of 370 and 371, and successful completion of the NLN ACE II Examinations or equivalent; overall minimum GPA of C (2.0)
Pr. or Coreq. STA 108 or equivalent
- *Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact*

Introduction to nursing research and the professional nurse's role in research. (SPRING)

474 *Nursing Practicum, RN-B.S.N. (4:1:9)
Pr. or Coreq. 470, 471, 472, 473; overall minimum GPA of C (2.0)
- *Current unrestricted North Carolina RN license or unrestricted RN license in a state covered by the multi-state Nurse Licensure Compact*

Clinical application of theories, concepts, and research in community health and gerontological nursing. Emphasis on the roles of the professional nurse in leadership, management, and research. (FALL OR SPRING)

492 Independent Study (1–3:1–3)
Pr. approval must be granted by a nursing faculty member prior to registration.
- *May be repeated for credit.*

Guided readings in nursing as an individual project designed with a focus on the nursing profession and/or nursing practice. Course offering is dependent on faculty availability.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208).
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

505 Computer Applications in Nursing (3:2:3)
Pr. basic understanding of microcomputers or permission of instructor
- *Not recommended for Nursing Administration majors.*

An introduction to computer applications in nursing. Practical experience with microcomputers and generic software applicable to patient care and nursing management. Lab assignments will vary to meet specific learning needs.

540 Budget Development and Analysis of Nursing Services (3:3)
An introduction to the principles of fiscal management, health care agency accounting practices, and nurse manager's role in the budgeting process.

541 Nursing Case Management (4:2:6, Post baccalaureate Certificate; 3:2:3, M.S.N.)
Pr. licensure as a Registered Nurse
Theory and practice of nursing case management in health related agencies. (FALL)

550 Pathophysiology for Advanced Nursing (3:3)
The physiological changes across the life span and common pathophysiological mechanisms.

551 Instructional Technologies in Nursing and Patient Education (3:3)
Selection, development, use, and evaluation of instructional media and technologies for diverse populations in nursing practice and education settings.

561 Scope of Gerontological Healthcare (3:3)
Aging theories and concepts; demographics, health problems, treatments, supports, and the role of the gerontological heathcare professional.

580 Psychoneuroimmunology and Holistic Care (3:3)
Mind-brain-body interactions and holistic views of health. Relation of traditional, integrative, alternative and complementary therapies to holistic care.

**Students must provide own transportation to practicum experiences.*

581 End-of-Life Care (3:3)
Critical aspects of interdisciplinary approaches to quality care at end-of-life. Includes palliative care, family, advocacy, culture, special populations, systems of care, financial issues, life threatening illnesses, and sudden death.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Nutrition

School of Human Environmental Sciences

318 Stone Building
336/334-5313
www.uncg.edu/nutrition

FACULTY

Deborah Kipp, Professor and Chair of Department
Professors Loo, McIntosh, Sims, Wander
Associate Professors Lovelady, Taylor
Assistant Professors Erikson, Haldeman, Morrison
AP Assistant Professor Rhodes
Instructors Allen, Scott
Adjunct Professors Dillard, Gruchow, Sandford, Sanville
Adjunct Associate Professors Halverson, Katula, Raner

Nutrition Major (NUTR)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Human Nutrition and Dietetics, U552 (ADA Didactic Program in Dietetics)
Nutrition Science, U550
Nutrition and Wellness, U533

The Department of Nutrition offers course instruction, research experience, and fieldwork opportunities. The curriculum is designed to train students in the following three areas of focus:

1. **Human Nutrition and Dietetics**—develops and educates students to work as agricultural extension agents; dietitians in hospitals, long-term care facilities and public health programs; nutrition education specialists; sports nutrition; consultants and entrepreneurs. The Human Nutrition and Dietetics concentration is the Didactic Program in Dietetics and meets the academic requirements of the American Dietetic Association (ADA). Students completing this concentration meet academic requirements for a dietetic internship or preprofessional practice program. The Didactic Program of Dietetics is currently granted approval status by the Commission on Accreditation for Dietetics Education of the American Dietetics Association, 120 S. Riverside Plaza, Suite 200, Chicago, IL 60606, 312/899-0040.
2. **Nutrition Science**—prepares students for entry into medical, dental, chiropractic or graduate school; trains students for research and development in the biomedical, biotechnical, and pharmaceutical industries.
3. **Nutrition and Wellness**—provides instruction and experience in the basic nutritional sciences, community nutrition, public health education, and exercise & sport science, enabling graduates to work in a variety of settings such as voluntary and community health organizations, health care, government, education, and the fitness industry. This concentration also prepares students for graduate training in nutrition, public health education, and exercise & sport science.

Criteria for Progression in the Major

A student must earn a grade of C or better in all required NTR courses at the 200 level or higher to graduate in each of the three concentrations offered by the department. Furthermore, students must earn a C or better in prerequisite courses for NTR 531, 560, and 573 to enroll in these courses (see course listings). A student may not receive credit for any NTR course by special examination.

Suggested Academic Workload Guidelines

The faculty of the Department of Nutrition recognizes that many of its students must hold jobs to support college expenses. The faculty wishes to emphasize that academic excellence and scholastic achievement usually require a significant investment of time in study and out-of-class projects. To provide guidance to students in planning their academic and work schedules, the faculty have endorsed the following recommendations:

1. In general, students should plan to devote between 2–3 hours outside of class for each hour spent in class. Thus, students with a 15-hour course load should schedule between 30–45 hours weekly for completing outside-of-class reading, study, and homework assignments.
2. Students who are employed more than 5–10 hours each week should consider reducing their course loads (credit hours), depending upon their study habits, learning abilities, and course work requirements.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Mathematics (GMT)	3
required for Nutrition & Wellness and Human Nutrition & Dietetics: STA 108	
required for Nutrition Science: MAT 115	

Natural Sciences (GNS) 7
required for Nutrition Science: BIO 111 and CHE 111
required for Human Nutrition & Dietetics, and Nutrition & Wellness: BIO 111 and CHE 103
Reasoning and Discourse (GRD) 6
required for Nutrition and Wellness: ENG 101 or FMS 115 or RCO 101, and CST 105
Social and Behavioral Sciences (GSB) 6
required for Human Nutrition & Dietetics and Nutrition and Wellness: PSY 121 and one additional GSB course
required for Nutrition Science: any two GSB courses

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

Students must earn grades of C or better in each course that is bolded.

Human Nutrition and Dietetics Concentration

1. NTR 103, **213, 302, 303, 309, 313, 403, 413, 419, 423, 432, 531, 550, 560, 573, 576** or ESS **375**
2. Related areas: ACC 201; BIO 111*, **277**, 280; CHE 103*, 104, 110, **205, 206**; ISM 110; PSY 121*; STA 108*

**STA 108 satisfies GMT; BIO 111 and CHE 103 satisfy GNS requirement; PSY 121 satisfies one GSB requirement.*

Nutrition Science Concentration

1. NTR **213, 302, 313, 413, 531, 550, 560, 573**
2. Related areas:
   BIO 111*, 112, **277**, 355, 356, 481; CHE 111*, 112, 114, 115, 351, 352, 354; ISM 110; MAT 115*; STA 108

**MAT 115 satisfies GMT; BIO 111 and CHE 111 satisfy GNS.*

Nutrition and Wellness Concentration

1. NTR 103, **213, 302, 303, 313, 403, 413, 423, 550, 576**
2. Public Health Education courses: HEA **201*** and three of the following: HEA **207, 308, 310, 314, 315, 316, 330, 333, 334, 347**
3. Exercise and Sport Science courses: ESS 220, 375, 376, 389, 468, 469
4. Natural Sciences courses: BIO 271, 277; CHE 104, 110
5. Additional requirements: BIO 111*; CHE 103*; CST 105*; PSY 121*; STA 108*; ISM 110

**STA 108 satisfies GMT; BIO 111 and CHE 103 satisfy GNS requirement; CST 105 satisfies one GRD requirement; HEA 201 and PSY 121 satisfy the GSB requirement.*

IV Electives

Electives sufficient to complete total semester hours required for degree.

Honors in Nutrition

Requirements

Nine semester hours to consist of:

- Spring semester of junior year: 3 s.h. of NTR 493
- Fall semester of senior year: 3 s.h. of NTR 493
- Spring semester of senior year: 3 s.h. of HSS 490
- 3 s.h. of any 500-level NTR course or any contract Honors course in NTR

Qualifications

- A grade of A or B in all course work used to satisfy the Honors requirements in Nutrition
- A declared Nutrition Major
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Nutrition" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Lauren Haldeman for further information and guidance about Honors in Nutrition.

Nutrition Minor

Required: minimum of 18 semester hours

AOS Code: Nutrition Minor, U553

Required courses: NTR 103, **213**, and four of the following: **303, 313, 403, 413, 423, 531, 543, 550, 560, 573, 576**

A student must earn a grade of C or better in each NTR course that is bolded in order to have that course count toward the minor.

NUTRITION COURSES (NTR)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

103 Food Selection and Preparation (3:2:3)
Pr. restricted to Nutrition majors and minors and Hospitality & Tourism Management majors

Basic scientific principles of food preparation with emphasis on standards of selection, purchasing, preparation, storage, and preservation. (FALL & SPRING)

213 Nutrition Facts and Fantasies (3:3)
GE Core: GNS *CAR: GLS*
AULER/CLER: NS/CLS

Basic principles of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. (FALL & SPRING)

302 Nutrition Education and Application Processes (3:3)
Pr. 213 and ISM 110, or permission of instructor

Study of communication of nutrition science through nutrition education, professional literature, and public media. Evaluation and use of professional and scientific literature in nutrition and food systems. (FALL & SPRING)

303 Food Sanitation and Safety (1:1)
- *Students taking this course qualify to take the ServSafe certifying exam.*

Study of foodborne illness and contamination, prevention, and government regulations as they apply to the foodservice industry. (FALL)

309 Quantity Food Procurement and Production (3:2:3)
Pr. 103

Procurement and production of quantity foods with an emphasis on menu planning, pre-preparation, service, sanitation, delivery systems, selection, use, and care of quantity-food equipment. (FALL & SPRING)

313 Nutrition Throughout the Life Cycle (3:3)
Pr. 213 or permission of instructor

Principles of nutrition applied to meet the nutrient needs at different stages of the life cycle. Forces governing food availability, acceptability, nutritive quality and safety are stressed in the preparation of nutritional plans for individuals and groups. (SPRING)

401 Special Problems in Nutrition (1–4)

Individual study. Conference hours to be arranged.

403 Food Science and Technology (2:1:3)
Pr. 103, 213, CHE 103 or 106

Experimental study of factors regulating the preparation of standard food products and review of current developments in food technology. (FALL)

413 Nutrients and Phytochemicals in Health (3:3)
Pr. 213 and BIO 111

Digestion, absorption, transport, metabolism, and function of macro- and micronutrients and phytochemicals, with emphasis on their roles in health promotion and disease prevention. (FALL)

419 Food Service Management (3:3)

Planning, organization, and administration of institutional food service, personnel, and work units. (FALL)

423 Community Nutrition (3:2:3)
Pr. 302 or 313, or permission of instructor

Current trends in community nutrition with emphasis on community services, government projects, and international health organizations. (SPRING)

427 Undergraduate Research (2–6)
Pr. GPA of 3.0 in nutrition, biology, and chemistry courses, or permission of the instructor
- *May be repeated for credit if topic changes.*

Individual study.

432 Analysis and Control of Food Systems (3:3)
Pr. NTR 309 or HTM 342 and ACC 201 or 202

Overview of food service cost control, financial methods and procedures necessary to forecast cost and record and control expense. (SPRING)

469 Internship in Nutrition Management (9:0:25)
Pr. 303, 309, 419, or equivalent, and permission of instructor

Internship experience in selected foodservice operations to enhance the educational experience. 400 hours on site plus written and oral final presentation required.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

500 Supervised Professional Experience (1–4:0:3–12)

Supervised professional experience in selected commercial or industrial organizations, public or private agencies in accordance with the major course of study of the student.

531 Nutrition and Human Metabolism (4:4)
Pr. grade of C or better in BIO 277, NTR 413, and CHE 205, 206 or their equivalents as determined by the instructor

Structure, function, and metabolism of nutrients and related compounds; integration of nutrient metabolism at the cellular level with total body function; practical application of basic principles of nutrient metabolism. (SPRING)

534 Nutrition and Human Metabolism Laboratory (2:1:3)
Pr. general chemistry and organic chemistry with labs; 531 (may be taken concurrently)

Analytical procedures, their rationale and interpretations, applicable to the study of human metabolism.

543 Maternal and Infant Nutrition (3:3)
Pr. 213 or equivalent, and BIO 277 or equivalent

Nutritional needs of pregnant and lactating women, and infants; methods of evaluating nutritional status of these groups; effects of nutrition on pregnancy outcome and infant development.

550 Nutrition Assessment (3:2:3)
Pr. BIO 277; NTR 213, 313
Coreq. 560 (Human Nutrition and Dietetics concentration only)

Designed to give the student experience in assessment of nutritional status of healthy and ill persons before initiation of medical nutrition therapy. (FALL)

553 Child and Adolescent Nutrition (3:3)
Pr. 213 or equivalent, and BIO 277 or equivalent

Nutritional needs of children and adolescents; methods of evaluating nutritional status of these groups; effects of nutrition on development.

560 Advanced Nutrition (4:4)
Pr. grade of C or better in NTR 313, 413, 531, and BIO 277, or equivalents as determined by the instructor

Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and aging. (FALL)

573 Medical Nutrition Therapy (4:3:2)
Pr. grade of C or better in NTR 313, 413 (may be taken concurrently), 531, 550, 560, and BIO 277

Clinical aspects of nutrition. Development and use of therapeutic diets to combat nutritional diseases and physiological disorders. (SPRING)

576 Nutrition and Physical Fitness (3:3)
Pr. BIO 277 and NTR 213 or equivalent required. ESS 375 or 575 recommended

Metabolism during exercise, ergogenic aids, nutrients' effects on performance, and body composition alterations during training. Gender and age-specific needs and responses to exercise and dietary intake. (FALL) (Same as ESS 576)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Philosophy

College of Arts & Sciences
216 Foust Building
336/334-5059
www.uncg.edu/phi

FACULTY
Gary Rosenkrantz, Professor and Head of Department
Professors Hoffman, Leplin, McConnell, Zimmerman
Associate Professor King
Assistant Professor Jones, Lefkowitz
Lecturers Gallimore, Maki

The Department of Philosophy offers courses on the fundamental problems and methods of philosophy, the classics of philosophical literature, and the major figures in the history of philosophy.

Philosophy courses fall into natural groups.

A. Ethics and Theory of Value: 119, 121, 220, 321, 322, 331, 335, 361, 545
B. Logic, Epistemology, and Philosophy of Science: 115, 310, 311, 319, 325, 523, 525, 527, 555, 575
C. History of Philosophy: 251, 252, 351, 353
D. Metaphysics: 359, 357, 559, 565

Groups A and B are useful preparation for careers in law and government, and the department offers a major in philosophy with a Prelaw concentration. Group B provides knowledge and skills vital to careers in science and medicine. Group C relates philosophy to other humanistic disciplines and is vital to a liberal education. Group D is necessary for advanced work in philosophy.

All courses under 300 and many higher level courses are open to students without previous training in philosophy. Prerequisites for other courses may be waived at the discretion of the instructor. Students are encouraged to begin work in philosophy by taking 111, 115, 119, 251, 252, or 310.

The department sponsors a philosophy club open to all undergraduates, regardless of major. Each year the department sponsors a number of lectures by distinguished scholars from other institutions. The department conducts a biannual symposium on a topic of current research in philosophy.

There is a chapter of the national philosophy honor society, Phi Sigma Tau, at UNCG. Qualified students are invited to join this chapter.

Each year the department considers applications from undergraduates for The Roger Schwirck Philosophy Award.

Philosophy Major (PHIL)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Philosophy, U189

Philosophy Prelaw, U190

The Philosophy Major is recommended for students wishing a basic education in the liberal arts, students preparing for a career in law or government, and students contemplating graduate study in philosophy or a related discipline. Students who would like to major in philosophy but whose interests or career goals require substantial work in another field are encouraged to consider the option of a second major.

The Prelaw concentration provides a strong preparation for law school through courses in logic, epistemology, ethics, political philosophy, and the philosophy of law. These courses cover a broad range of skills and knowledge that are of fundamental importance in the field of law.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and PHI 310	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Historical Perspectives on Western Culture (GHP)	3
required: PHI 251	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture	3
one GMO course: PHI 252	
Natural Sciences (GNS)	3–4
any GLS or GPS course	

Social and Behavioral Sciences (GSB) 3
any additional GSB course with a different departmental prefix
Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204
Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Minimum of 27 semester hours in philosophy courses, including at least 24 hours above the 100 level and at least 18 hours above the 200 level.

1. PHI 310*
2. PHI 251* and 252*
3. PHI 494

**PHI 310 satisfies 3 s.h. of GRD; PHI 251 satisfies GHP and CAR GPM; PHI 252 satisfies CAR GMO.*

Prelaw Concentration

In addition to the major requirements, the Prelaw concentration requires the following:

(a) PHI 115, and
(b) either PHI 319 or 325 or 555, and
(c) either PHI 119 or 121 or 220 or 321, and
(d) either PHI 331 or 545, and
(e) PHI 335

Note that if a student uses a 100-level course to satisfy (c) of the Prelaw Concentration requirements, the minimum number of hours in Philosophy needed to complete the Prelaw Concentration increases from 27 to 30 hours.

V Related Area Requirements

Cognate courses to be determined by department advisor where necessary.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Philosophy as a Second Major

The requirements for a second major in philosophy are the same as the requirements for a first major.

Philosophy as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

1. Core courses: PHI 251, 252, 310
2. Nine (9) s.h. from PHI courses above the 200 level

Philosophy Minor

Required: minimum of 18 semester hours

The Philosophy Minor requires a minimum of 18 semester hours including PHI 251 and 252.

PHILOSOPHY COURSES (PHI)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

111 Introduction to Philosophy (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Discussion of views and methods of major philosophers. Topics drawn from metaphysics and epistemology, such as the foundations and scope of human knowledge, personal identity, freedom and determinism, and the mind-body problem.

115 Practical Reasoning (3:3)
GE Core: GRD
AULER/CLER: RD/CRD

Introduction to basic principles of reasoning and argumentation. Topics taken from syllogistic reasoning, probability, informal fallacies, the structural analysis of statements, and scientific methods.

119 Introduction to Ethics (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Fundamental questions of ethics, such as the nature of the distinction between good and evil, moral right and wrong, the foundation of moral judgments, relativism, absolutism, and subjectivism. Readings from major figures in the history of ethics.

121 Contemporary Moral Problems (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Philosophical readings and discussion of such current topics as abortion, euthanasia, capital punishment, censorship, sexual morality, affirmative action and preferential hiring, environmental ethics, population control, and the morality of war.

220 Medical Ethics (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Moral problems in medicine including the patient's right to know, the confidentiality of doctor-patient communications, informed consent and experimentation with human subjects, abortion, euthanasia, socialized medicine, conflicts between medicine and religion, and genetic engineering.

251 History of Ancient Philosophy (3:3)
GE Core: GHP GE Marker: GL CAR: GPM
AULER/CLER: HP/CPM

Survey of Western philosophical thought in the ancient period from the pre-Socratics, Plato, Aristotle, the Sceptics, Stoics, Epicureans. Particular choices of texts and philosophical ideas may vary.

252 History of Modern Philosophy (3:3)
GE Core: GHP GE Marker: GL CAR: GMO
AULER/CLER: HP/CMO

Survey of Western philosophical thought in the seventeenth and eighteenth centuries, its historical background and its influences on subsequent intellectual developments. Reading from major figures of the period, such as Descartes, Locke, Berkeley, Leibniz, Spinoza, Hume, and Kant.

267 Existentialism (3:3)

Introduction to the fundamental ideas of existentialism. Readings from Kierkegaard, Heidegger, Sartre.

301 Topics in Philosophy (3:3)
- *May be repeated for credit when topic varies.*

Variable content.

310 Introduction to Formal Logic (3:3)
GE Core: GRD
AULER/CLER: RD/CRD

Validity, consistency, implication, and the formal analysis of language. Propositional logic and quantification theory.

311 Intermediate Formal Logic (3:3)
Pr. 310 or permission of instructor

Quantification theory with completeness results, identity, functions, decidability, and axiomatic methods.

319 Knowledge, Truth, and Belief (3:3)

Discussion of concepts central to an understanding of the nature of human knowledge, such as truth, evidence, certainty, intuition, perception, the reasonableness of belief, and the reliability theory of justification.

321 Ethical Theory (3:3)

Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Attention to current theories in normative ethics.

322 Philosophy of the Arts (3:3)

Philosophical problems concerning description, interpretation, and evaluation of the visual, performing, and literary arts, discussed generally and in relation to specific works of art. Readings in philosophy and art theory.

325 Introduction to the Philosophy of Science (3:3)
Pr. one course in logic, mathematics, or natural science

Concepts important to an understanding of the nature and goals of research in the natural sciences, such as observation, experiment, theory, law, and explanation. Philosophical problems about objectivity and conceptual change in science based on examples from the history of science. Nature of scientific knowledge.

330 Philosophy in Literature (3:3)

Basic philosophical issues in literature such as personal identity, the problem of evil, free will, ethical ideals, the nature of reality, truth in literature, and reference to fictional objects. Major works of fiction studied for their philosophical content.

331 Social and Political Philosophy (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Major writings on social freedom or liberty, coercion, human rights, justice, and the basis of political authority.

335 Philosophy of Law (3:3)

Theories of the origin and justification of legal systems, our obligation to obey the law, justice, punishment, and related issues. Readings from classical and contemporary sources.

348 Existentialism, Phenomenology, and Structuralism (3:3)

Recent philosophical movements in France and Germany. Application of structuralist models to the human sciences. Post-structuralist developments such as Deconstruction and Hermeneutics. Selections from such writers as Husserl, Levi-Strauss, Foucault, Lacan, Althusser, Derrida, Gadamer, and Ricoeur.

351 Major Philosophers (3:3)
- *May be repeated for credit when topic varies.*

Systematic examination of the works of a major philosopher.

353 Major Philosophies (3:3)
- *May be repeated for credit when topic varies.*

Systematic examination of a major historical movement in philosophy, such as rationalism, empiricism, positivism, materialism, and idealism.

357 Metaphysics (3:3)
Pr. one course in philosophy

Selected metaphysical issues such as personal identity and the immortality of the soul, freedom and determinism, the nature of space, time and substance, the problem of universals, forms of realism, and theory of reference.

359 Philosophy of Religion (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality, and the soul.

361 Ethical Issues in Business (3:3)
GE Core: GPR *GE Marker: GN*

Ethical theory and its application to business: economic justice, corporate responsibility, self-regulation and government regulation, conflict of interest, investment policy, advertising, and environmental responsibility.

363 Environmental Ethics (3:3)

The ethics of our relationship to the environment. Traditions in environmentalism; treatment of animals, nature, plants, and species; application of environmental ethical theory to real-world environmental problems. (FALL OR SPRING)

401 Reading Course for Seniors (1–3)
Pr. permission of instructor
- *May be repeated for credit.*

Supervised reading and research for philosophy majors.

402 Independent Study (1–3)
Pr. satisfaction of requirements for the major in philosophy and permission of instructor
- *May be repeated for credit.*

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit when topic varies.*

494 Senior Capstone Course (3:3)
Pr. 251, 252, 310; Philosophy major; senior standing

Variable content. Senior-level philosophical work on some thematic topic. Elements and methods of philosophical argument, research and debate. Technology competencies and information skills/ research competencies in the major. (FALL OR SPRING)

Courses for Advanced Undergraduates & Graduate Students

520 Advanced Topics in Biomedical Ethics (3:3)
Pr. 220 or permission of instructor

Detailed examination of a particular issue in biomedical ethics, such as research ethics, assisted suicide and euthanasia, and the acquisition and allocation of organs for transplantation.

523 Philosophy of Social and Behavioral Science (3:3)
Pr. one course in social or behavioral science and one in philosophy or permission of instructor

Issues in philosophy of social and behavioral science from Hume to the present: explanation, theory construction, methodology of the social sciences, the status of the sociology of knowledge.

525 Philosophy of Physical Science (3:3)
Pr. 325 and one course in physical science or permission of instructor
Study of a major current issue in the philosophy of science such as scientific progress and change, scientific methods, experiment and theory, scientific explanation, rationality, scientific realism, relations between philosophy of science and history of science. Examples drawn from modern history of the physical sciences.

527 Philosophy of Biological Science (3:3)
Pr. one course in biology and one in philosophy or permission of instructor
Examination of concepts of law, theory, explanation, evidence, classification, and reduction using examples drawn from biology. Investigation of problems related to alternative conceptual systems and conceptual change in biology, the nature of the biological subject matter, and the place of biology among the natural sciences.

545 Social Philosophy (3:3)
Pr. one course in philosophy or permission of instructor
Topics from social, political, and legal philosophy, such as property, justice, punishment, liberalism, and conservatism. Study of such major figures as Hobbes, Rousseau, and Marx.

555 Epistemology (3:3)
Pr. 319 or permission of instructor
Skepticism, the analysis of knowledge, confirmation and induction, apriori knowledge, naturalized epistemology.

559 Philosophy of Mind (3:3)
Pr. one course in philosophy or permission of instructor
The mind-body problem, identity theories, functionalism, reductive and eliminative materialism, behavioral and causal theories of mind.

565 Philosophy of Language (3:3)
Pr. one course in philosophy or permission of instructor
Theories of truth, meaning, and reference. Origin and nature of human language and its relations to animal and machine language.

575 Advanced Logic (3:3)
Pr. 311 or permission of instructor
Axiomatic first order quantification theory with completeness theorems. Numbers and sets. Paradoxes and type theory. Introduction to modal logic.

590 Aesthetics (3:3)
Pr. 322 or permission of instructor
Readings in the major philosophies of art, analysis of evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the art object, and the aesthetic experience.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Physics and Astronomy

College of Arts & Sciences

101 Petty Building
336/334-5844
www.uncg.edu/phy

FACULTY

Stephen Danford, Associate Professor and Head of Department
Professors McCormack, Meisner
Associate Professors Muir, Pratap
Assistant Professor Hellen
Adjunct Associate Professors Birnbaum, Purdom, Starobin

Physics and astronomy have long been recognized as constituting the basis for study, research, and understanding in the natural sciences. The undergraduate major program seeks to provide the student with a broad and general background in all areas of physics. With this background, the student should be able to adapt readily to the specialized requirements of a job in industry, as a teacher, or to the specialized graduate study in physics or a number of related fields. Opportunities are provided through electives to sample the concerns of many of these related fields.

The effort required for a non-scientist to understand our technological society is formidable, but essential if an educated man or woman is to intelligently understand and affect our natural surroundings. Recognizing this, the Department of Physics and Astronomy offers for the non-major, with no prerequisites, courses with an overview of physics as well as special interest courses dealing with topics of immediate concern (PHY 203, 205, 209, 211, 212, 235, 333).

Its faculty members are involved with students in research in computer simulation and computational physics, quantum statistical mechanics, biophysics, observational astronomy and digital image analysis, and software development for Web-based three dimensional virtual laboratory environments. The department uses and administers the Three College Observatory, located in a nearby dark-sky location. This observatory contains the state's largest (32 inch) reflecting telescope, along with a low light-level image acquisition system.

Physics Major (PHYS)

Degree: Bachelor of Arts or Bachelor Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Physics Major, B.A. Degree, U191
Physics Major, B.S. Degree, U193
Physics Major, B.A. Degree, with Secondary Subject-Area Teacher Licensure, U195
Physics Major, B.S. Degree, with Secondary Subject-Area Teacher Licensure, U196

The Physics Major is a firm basis for a career in medicine, law, business, sales, engineering, teaching, computing, biophysics, environmental science, or physics.

Students who elect physics as a major need to complete PHY 291, 292 or 211, 212, and MAT 293 no later than the end of their sophomore year. Any student who desires to major in physics should contact the head of the department as soon as possible so a proper schedule can be planned.

BACHELOR OF ARTS AND BACHELOR OF SCIENCE REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: MAT 191	
Natural Sciences (GNS)	7
required: PHY 291 or 211, and CHE 111	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture	3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	
Natural Sciences (GLS or GPS)	3–4
any course GLS course	
Social and Behavioral Sciences (GSB)	3
any additional GSB course with a different departmental prefix	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements & Related Area Requirements

Bachelor of Arts

Required: minimum of 27 semester hours in physics courses above the 100 level

Minimum 27 semester hours in physics above the 100 level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Core Courses

PHY 291*, 292* and 291L, 292L (or 211*, 212* and 211L, 212L), 321, 321L, 323, 323L, 325, 325L, 401, and at least two from the following: 327, 412, 413

Related Area Requirements

CHE 111, 112, 114, 115; CSC 130; MAT 191*, 292, 293, 390, 394

**PHY 291 and 291L or 211 and 211L, and CHE 111 satisfy GNS; MAT 191 satisfies GMT.*

Bachelor of Science

Required: minimum of 36 semester hours in physics courses above the 100 level

Minimum 36 semester hours in physics above the 100 level. Students must have at least a 2.0 grade point average for the required physics and mathematics courses.

Major and related area requirements are the same as for the B.A. degree with the following additional requirements:

At least three courses from the following: PHY 330, 421, 423, 426, 543.

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Physics as a Second Major

Students planning to take Physics as a second major must complete all required courses as stated above for the Bachelor of Arts or Bachelor of Science degree.

Physics and Astronomy as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

Core courses: PHY 205, 211 or 211A, 212 or 212A and AST 209, 235

Physics Minor

Required: minimum of 15 semester hours

A minimum of 15 semester hours in physics courses is required for the minor in Physics, to be planned in consultation with a physics faculty member. The usual physics minor program will consist of PHY 291, 292 and 291L, 292L or 211, 212 and 211L, 212L, and at least 7 hours of additional courses (excluding PHY 203, 205, 209, 235, and 333). Other quite different programs may be fitted to the individual student's interests and objectives.

Physics Major (B.A. or B.S.) with Secondary Subject-Area Teacher Licensure

Students seeking teacher licensure should follow the requirements for the Bachelor of Arts or Science degree. In addition the following are required: BIO 111; CUI 545, 450, 559, 465, and 470; ELC 381; GEO 103; HEA 201. Additional semester hours may be required for completion of the degree. Please see **Teacher Education Programs** for complete details on teacher licensure requirements.

Accelerated Master's Program for Physics Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A. in Physics/M.B.A. program requirements.

ASTRONOMY COURSES (AST)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

203 Conceptual Astronomy (3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
- *No student may receive credit for both this course and either 209 or 235.*

Introductory study of astronomy including planets, the Sun, stars, galaxies, and cosmology. (FALL & SPRING)

209 Astronomy: The Solar System (3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
- *No student may receive credit for both this course and 203.*

Introductory study of the solar system. Sun and planets studied with special attention to results of recent planetary exploration. Telescopic and naked-eye observations of the constellations and planets. 209 intended to complement 235, although each course is independent of the other. No science or math background beyond the level of high school algebra required. (FALL)

235 Astronomy: The Universe (3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
- *No student may receive credit for both this course and 203.*

Introduction to stars, galaxies, and cosmology. Emphasis on conceptual approach to such topics as the evolution of stars, the formation of galaxies, interstellar communication, and the Big Bang. Sky observations utilizing the UNCG telescopes included. 235 intended to complement 209, although each course is independent of the other. No science or math background beyond the level of high school algebra required. (SPRING)

PHYSICS COURSES (PHY)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

205 Conceptual Physics (3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
- *Registration in laboratory (PHY 205L) optional.*
- *No student may receive credit for this course if credit has previously been earned for 211, 212, 291, or 292.*

Introduction to basic laws of physics made by extensive use of demonstrations. Concepts emphasized and mathematical manipulations held to a minimum. (FALL & SPRING)

205L Conceptual Physics Laboratory (1:0:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS

The discovery approach will be used to conduct experiments in mechanics, fluids, heat, electricity and magnetism, optics and modern physics. (FALL & SPRING)

211, 212 General Physics I, II (4:3:3), (4:3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
Pr. for PHY 211: MAT 151, or permission of instructor
Pr. for PHY 212: PHY 211
Note: Laboratory is included in 211, 212.
- *No student may receive credit for 211 or 212 if credit has previously been earned for 211A or 212A or 291 or 292.*

Introduction of laws and properties of matter, sound, heat, optics, electricity, and magnetism. Algebra and trigonometry used in development of this material. (211—SPRING; 212—FALL; SUMMER)

211A, 212A General Physics I, II (4:3:3), (4;3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
Pr. for PHY 211A: MAT 119 or 150, or permission of instructor
Pr. for PHY 212A: PHY 211A
Note: Laboratory is included in 211A and 212A.
- *No student may receive credit for 211A or 212A if credit has previously been earned for 211/212 or 291/292.*

A NSF funded version of PHY 211/212 featuring a laboratory-centered environment. See course description for PHY 211/212. Check with department for details. (211A—FALL; 212A—SPRING)

291, 292 General Physics I, II with Calculus (4:3:3), (4:3:3)
GE Core: GNS *CAR: GPS*
AULER/CLER: NS/CPS
Pr. for PHY 291: grade of C or better in MAT 191, or permission of instructor
Pr. for PHY 292: grade of C or better in PHY 291, or permission of instructor
Note: Laboratory is included in 291 and 292.
- *No student may receive credit for this course if credit has previously been earned for 211A or 212A or 211 or 212.*

Introduction to law and properties of mechanics, sound, heat, optics, electricity, magnetism, and modern physics using calculus. PHY 291 and 292 together constitute a one-year university physics course. (291—SPRING; 292—FALL)

321 Introduction to Modern Physics (3:3)
Pr. 292 (or 211, 212 with permission of instructor)
Fundamental concepts of atomic, molecular, nuclear, and solid state physics from quantum-mechanical and special relativity points of view. Topics include special relativity, wave-particle dualism, Schrödinger equation, hydrogen atom, atomic spectra, nuclear structure, radioactivity, nuclear reactions, and molecular and solid state physics. (SPRING)

321L Modern Physics Laboratory (1:0:3)
Pr. 292 (or 211, 212 with permission of instructor)
Performance of atomic, nuclear, and solid state physics experiments and analysis of data in a quantitative and scientific manner. Simple computer programs used to study the concepts of error and least-square-fit techniques. (SPRING)

323 Mechanics (3:3)
Pr. 212 or 292
Coreq. MAT 390 and MAT 394
Mathematical treatment of classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion and simple motions of systems of particles. Analytical and numerical techniques of problem solution stressed. (FALL)

323L Classical Physics Laboratory (1:0:3)
Pr. 292 (or 211, 212 with permission of instructor)
Performance of experiments emphasizing concepts of classical physics. Topics include force, energy, resonance, and relaxation. (FALL)

325 Electricity and Magnetism I (3:3)
Pr. 292 and MAT 394
A study, developing and using techniques of vector algebra and calculus, of topics in the theory of static electric and magnetic fields including the divergence and Stokes' theorems and the law of Gauss, Biot-Savart, and Ampere. Application to the properties of conductors, dielectric, and magnetic materials. (FALL)

325L Electricity and Magnetism Laboratory (1:0:3)
Pr. MAT 390
Performance of electricity and magnetism and electronic experiments with analysis of these basic phenomena as applied to research laboratory. (FALL)

327 Thermal Physics (3:3)
Pr. 292 and MAT 394
Properties of matter developed by combining thermodynamic reasoning with molecular theory. (ALT FALL)

330 Astrophysics (3:3)
Pr. 291, 292
Stellar evolution through study of white dwarves and black holes; galaxy structure and cosmology. Observational project will use Three College Observatory. Intended as follow-up to introductory astronomy and physics. (ALT SPRING) (Formerly PHY 530)

331, 332 Experimental Physics (1:0:3), (1:0:3)
Pr. two advanced courses in physics taken concurrently or completed
Advanced courses in laboratory techniques as involved in special laboratory problems.

333 Selected Topics (1–3)
Primarily intended for those who are not physical science majors. Topics vary with instructor and with semester. Contemporary topics may include subjects such as analysis of physical resources, their inherent energy limitations and new sources of energy (such as solar, geothermal, etc.); development and adaptation of nuclear energy to electric power plants and armaments systems and the ensuing environmental and political problems. No previous science course required. Interested students should inquire at Physics and Astronomy Department office for further details. Selected topics for science majors may also be given upon request.

345 20th-Century Physics: A Liberal Art (3:3)
Pr. junior, senior standing, or permission of instructor
20th-century developments in description of physical universe, including small (quantum mechanics), fast (Einstein's relativity), energetic (nuclear). Emphasize understanding, societal impact, minimal mathematics.

400 Seminar (1–3)
Selected topics of current interest in physics are studied. (New course number effective FA 03; formerly PHY 500)

401 Physics Senior Seminar (1:1)
Pr. Physics major; senior standing
- *Required of all Physics majors.*
- *Grade: Pass/Not Pass (P/NP)*

Topics from current physics literature, and presentations by students, faculty and guest lecturers. Oral reports on research topics. Attendance at weekly seminars required. (SPRING)

412 Electronics for Scientists (3:2:3)
Pr. 212 or 292, or permission of instructor
Electronic circuits useful for measurement, signal processing, and control. This course is especially designed to meet needs of experimental scientist. (ALT SPRING) (New course number effective FA 03; formerly PHY 512)

413 Microcomputer Interfacing for Scientists (3:2:3)
Pr. 212 or 292, or permission of instructor
Methods and techniques of electronic connection between computer and other devices and programming methods to facilitate use of the computer as a laboratory instrument are introduced. Assembly language used primarily. (ALT SPRING) (New course number effective FA 03; formerly PHY 513)

419 Advanced Laboratory (1–3:0:3–9)
Pr. 321L
Principles of design and execution of laboratory experiments are introduced, with emphasis on developing the capability to do independent experimentation. (New course number effective FA 03; formerly PHY 519)

420 Selected Topics in Physics (3:3)
Pr. permission of instructor
- *May be repeated for a total of 6 hours credit.*

A topic of special interest is studied in depth. (New course number effective FA 03; formerly PHY 520)

421 Modern Physics with Quantum Mechanics (3:3)
Pr. 321 and 325
Modern theories of matter are studied by applying quantum mechanics to atomic, molecular, nuclear, and solid state systems. (ALT SPRING) (New course number effective FA 03; formerly PHY 521)

423 Analytical Mechanics (3:3)
Pr. 323, MAT 390
Classical laws of particle motion are extended to the treatment of general motion of a rigid body, noninertial reference frames, generalized coordinates, normal coordinates, and to topics and techniques based on calculus of variations. (New course number effective FA 03; formerly PHY 523)

425 Optics (3:3)
Pr. 325 or permission of instructor
Analytical treatment of geometrical optics (thin and thick lenses, image formation, theory of optical instruments) and physical optics (electromagnetic waves, interference, polarization, diffraction, optical properties of materials). (SPRING)

425L Optics Laboratory (1:0:3)
Pr. 321L, 325L, or permission of instructor
Performance of geometrical and physical optics experiments with both microwaves and visible light. (SPRING)

426 Electricity and Magnetism II (3:3)
Pr. 325
Continuation of 325. The properties of time-varying electric and magnetic fields, including Faraday's law, and the development of Maxwell's equations are studied. Results are applied to alternating current circuit theory, electromagnetic waves, and radiation. (SPRING) (New course number effective FA 03; formerly PHY 525)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

495 Research Experience in Physics (3)
Pr. two courses from the major sequence beyond PHY 291–292 or 211–212, permission of instructor, and approval of department head
- *May be repeated for up to 6 hours of credit with departmental permission.*

A significant research project directed by faculty member. Student must submit written proposal, develop approved written plan, and deliver formal report of results. (FALL & SPRING & SUMMER)

496 Individual Study (1–3)
Pr. permission of instructor
The student and at least one member of the graduate faculty will develop a plan to study a topic of particular interest to the student. (New course number effective FA 03; formerly PHY 595)

Courses for Advanced Undergraduates & Graduate Students

501, 502 Conceptual Physics for Teachers (3:3), (3:3)
The basic laws of physics are introduced by extensive use of demonstrations. Concepts are emphasized and mathematical manipulation is minimal. Teaching materials and strategies are developed.

543 Biophysics (3:3)
Pr. PHY 211/212 or 291/292; MAT 191; BIO 355; CHE 111/114; or permission of instructor
Introduction to cellular biophysics, with emphasis on the physical properties of membranes, including membrane transport mechanisms and electrical properties of membranes. (ALT FALL) (Same as BIO 543)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Political Science

College of Arts & Sciences

237 Graham Building
336/334-5989
www.uncg.edu/psc

FACULTY
Ruth DeHoog, Professor and Head of Department
Professors Clotfelter, Crowther, Prysby
Associate Professors Buck, Griffiths, Klase, McAvoy, Meyers
Assistant Professors Holian, E. Johnson, Showden
Instructor S. Johnson

Political science is the study of the government, politics and policies of the United States and other nations; of levels of government, such as city and state, within those nations; and of relationships among nations. It studies the political behavior, attitudes, and ideas of groups and individuals.

All 100- and 200-level courses are introductions to the study of political science. Beginning students are urged to take any 100- or 200-level course in which they may be interested.

Students seeking electives in political science may select from almost the entire range of offerings. Non-majors are urged to select their electives widely to satisfy individual intellectual interests and are not restricted to 100- and 200-level courses.

Internships and field experiences are available to both majors and non-majors in national government, public administration, and electoral politics.

Political Science Major (PSCI)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Political Science, U197

Political Science, with Teacher Licensure in Social Studies, U199

The Political Science Major is suitable for students with career interests in law, politics, or governmental service (at local, state, or federal levels), as well as for students who have more general intellectual interests in government, politics, and international relations as part of their effort to obtain a liberal education or to prepare for careers in business or nonprofit work.

Students should take a broad variety of courses in the major to become familiar with the diversity of topics and methods used by contemporary political scientists throughout the world. Majors should consult early with their faculty advisors to plan programs most suitable to their individual interests and needs.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
One additional GLT course (student may select)	3
Social and Behavioral Sciences (GSB)	6
required: PSC 100 and 240	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture	3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	
Natural Sciences (GLS or GPS)	3–4
any GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
any additional GSB course with a departmental prefix other than PSC	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

A minimum of 30 semester hours in political science courses is required. At least 18 hours of the total course work in the major must be at the 300 level or higher. Requirements include:

- PSC 100*, 240*, 260, and 301

**PSC 100 and 240 satisfy GSB.*

V Related Area Requirements

No specific courses required.

VI Electives

Courses in other social sciences and in history are recommended. Electives sufficient to complete the 122 semester hours required for the degree must be taken.

Political Science as a Second Major

Students who wish to declare a second major in Political Science must complete all requirements listed above under the degree selected.

Political Science as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

Core courses: PSC 100, 105, 210, 240, 260, 270

Political Science Minor

Required: minimum of 15 semester hours

A student may minor in political science by taking PSC 100 and at least 12 semester hours of course work above the 100 level. The student should select courses to best suit intellectual and career interests, in consultation with a member of the Political Science faculty.

Political Science Major with Teacher Licensure in Social Studies

Students seeking teacher licensure should see **Teacher Education Programs**. Licensure in social studies is available for political science majors. See p. 327. Additional semester hours may be required for completion of the degree.

Honors in Political Science

Requirements

1. Twelve semester hours of Honors work to include the following:
   - 9 s.h. of Honors work in Political Science
   - HSS 490 (Senior Thesis or Project)
2. No more than one (1) contract course may be counted toward Disciplinary Honors requirements.

Honors courses may be offered as special sections of regular courses, Honors Tutorials, or contract courses. A limited number of advanced courses (500-level) will be designated for Honors credit. Students should contact the department for specific offerings each semester.

Qualifications

- A grade of at least B in all course work used to satisfy the Honors requirement in Political Science
- A declared Political Science Major
- Minimum overall 3.30 GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Political Science" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Honors Faculty liaison Susan Buck for further information and guidance about Honors in Political Science.

Accelerated Master's Programs for Political Science Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the following program requirements: B.A. in Political Science/M.A. in Economics; B.A. in Political Science/M.B.A.; B.A. in Political Science/M.P.A. in Public Affairs.

POLITICAL SCIENCE COURSES (PSC)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

100 American Politics (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Organization and behavior of the institutions, groups, and persons in American national government and politics. Introductory level course.

105 Political Issues (3:3)
GE Core: GPR
AULER/CLER: AE/CAE

Introduction to the main intellectual traditions of political science. Discusses basic problems, political ideologies, and competing theories of politics.

210 Introduction to Public Policy (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Problems of public policy and administration with emphasis on analysis of decision-making in governmental organizations.

240 The International System (3:3)
GE Core: GSB *GE Marker: GL*
AULER/CLER: SB/CSB

Introduction to international politics focusing upon major changes in the international system since 1945.

250 Experimental Course: Model United Nations (1:1)

This course will prepare students to participate in Model United Nations simulations.

260 Introduction to Comparative Politics (3:3)
GE Core: GSB *GE Marker: GL*
AULER/CLER: SB/CSB

Basic concepts and methods of comparative political analysis. Introduction to political institutions, processes, and problems of democratic, non-democratic, and transitional political systems.

270 Introduction to Political Theory (3:3)
GE Core: GPR

Examines the tradition of Western political thought beginning with Plato and ending with twentieth century philosophers. Topics include the nature and meaning of liberty, justice, and equality and the purpose of politics.

290 The Politics of the Non-Western World (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Introduces students to the problems facing countries in Asia, Africa, and Latin America. Surveys the theoretical literature concerning globalization, conflict and conflict resolution, and democratization.

300 Special Topics (3:3)
• *May be repeated for credit when topic varies.*

Study of an issue in political science.

301 Research Methods in Political Science (3:3)
Pr. majors only

Basic principles of research in political science. Focus on testing of empirical propositions, with particular emphasis on survey research methods and on data analysis and interpretation. No statistical knowledge required.

305 Individual in Politics (3:3)

Introduction to development of individual political attitudes and their relationship to political behavior. Topics include the psychology of political leaders, the belief systems of mass publics, and the development of distinct political cultures. Emphasis on the range of political participation, from voting behavior to extremism and violence.

310 Public Administration (3:3)

Major concepts in administration of public bureaucracies, including comparative administration, organization theory, budgeting, public personnel, and decision-making.

312 Environmental Law and Policy (3:3)

Study of federal and international environmental law and policy: topics include air and water pollution, hazardous and toxic substances, climate change, atmospheric pollutions, and related issues. Buck (Same as ENV 312)

313 Natural Resources Law and Policy (3:3)

Study of state, federal, and international natural resources law and policy: topics include acquisition and management of public lands, wildlife, biodiversity, resource conservation. Buck (Same as ENV 313)

314 Wildlife Law and Policy (3:3)

Evolution of American wildlife law with focus on private property, federal-state relations, and federal protection of species, habitat, and biodiversity. Buck (Same as ENV 314)

316 Introduction to Law (3:3)
Pr. junior standing or permission of the instructor

Analysis of the American legal system, focusing on the behavior of actors in that system, theoretical foundations of the system, and policy-making role of the courts.

318 Constitutional Law (3:3)
Pr. junior standing or permission of the instructor

Case-method approach to the most important aspects of constitutional law regarding separation of powers, federalism, and economic regulation. Emphasis on importance of historical eras to the evolution of these cases, and current reassessment.

320 Civil Liberties (3:3)
Pr. junior standing or permission of the instructor

Case-method approach to issues involving civil liberties and civil rights. Examination of historical evolution of Supreme Court decisions and evaluation of the Court's reassessment of previous decisions.

322 American State Politics (3:3)

Comparison of political behavior and institutions among the 50 American states.

323 Urban Politics (3:3)

Examination of political behavior, processes, and institutions in city as a special focus for study of politics and government in United States. Discussion and readings directed to current development in American cities. Johnson

324 Urban Administration (3:3)

Special characteristics and problems of implementing urban policies and managing municipalities and other local governments and non-profit service agencies. Role of the city manager and other professional administrators.

327 American Political Parties (3:3)

Analysis of the role of political parties in the American political process, with emphasis on recent elections and campaigns. Prysby

328 North Carolina and Southern Politics (3:3)

Examination of contemporary political and governmental developments in the American South. Particular attention to North Carolina politics and government. Prysby

329 American Political Movements (3:3)

Examination of recent American political movements. Emphasis on their ideologies, their tactics, and their effect on public policy.

330, 331 Internship in Campaigns and Elections (3:2:6), (3:2:6)

Pr. permission of instructor

- *100, 327 or 328 recommended.*

Analysis of electoral campaign strategies by party and candidate through actual participation in campaigns and by writing of case studies based on student campaign participation. Spring semester in even numbered years covers primary elections; fall semester concentrates on general elections. Either semester may be taken independently.

332 Elections and Voting (3:3)

Analysis of influences on voting behavior and of the relationship among voting behavior, elections, and the political process as a whole, with emphasis on contemporary U.S. presidential elections. Prysby

333 The U.S. Congress (3:3)

Examination of the U.S. Congress, its evolution and contemporary standing. Attention given to internal organization—rules, committees, voting behavior—and relationship to constituencies, especially campaigns, elections, and home styles. Holian

334 The American Presidency (3:3)

Examination of the contemporary American presidency. Attention given to the multiple roles of the president, to the rise of the presidency in American government and politics, and to the implications of a powerful presidency for democratic government. Holian

335 Women in Politics (3:3)

Relationship of women to political process with particular emphasis on women's political socialization, patterns of political participation, and leadership selection. Showden

336 Women and the Law (3:3)

Examination of interaction between women and the legal system. Role of women in legal professions and the impact of the legal system on women in American society.

337 Politics and the Media (3:3)

Analysis of the interaction between the American media, and public and political institutions. Particular attention is given to how media interact with the three branches of government, particularly the executive. Holian (FALL)

340 International Political Economy (3:3)

Pr. 240

Recent problems in international politics with emphasis on trade and monetary relations, regional economic integration, transitions to market economies, differing perspectives between the industrialized and developing world, international environmental issues.

341 International Law and Organization (3:3)

Pr. any international relations course or permission of instructor

Introduction and analysis of the fundamentals of international law and organization and their role in the contemporary international system. Griffiths

342 American Foreign Policy (3:3)

Analysis of the decision-making process concerning formulation and execution of American foreign policy. Meyers

343 Foreign Policies of the Major Powers (3:3)

Comparative analysis of foreign policy of major nation states, including Russia, Japan, China, France, and Germany. Meyers

345 National Security Policy (3:3)

Pr. 240

Development of national security policy and the role of military forces in the United States. Emphasis on the changing nature of security challenges. Griffiths

346 Russian Foreign Policy (3:3)

Analysis of development and implementation of Soviet Foreign Policy and the foreign policy of the current government of Russia.

350 Democratic Political Systems (3:3)

Comparative examination of political institutions and behavior in selected industrialized and non-industrialized countries. Crowther

352 Nationalism and Ethnic Politics (3:3)

Pr. 260 or permission of instructor

Explores competing explanations of nationalism and ethnic politics. Course focuses on comparative analysis in a global context, and examines strategies that have been employed by governments to manage ethnic tension. Crowther

355 Selected Topics in Comparative Politics (3:3)

- *May be repeated for credit when topic varies.*

Cross-national examination of specific topic in political organization and behavior. 355A—Political Violence; 355B—Political Parties; 355C—Politics of Development; 355D—Politics of Industrial Societies; 355E—Legislative Process; 355F—Politics of the Future; 355G—Political Ideologies; 355I—Domestic Policy of Soviet Union; 355J—Middle East Politics; 355K—Russian Politics; 355M—Political Economy; 355N—European Union.

361 Central and East European Politics (3:3)

Analysis of patterns of political power in European nations formerly ruled by Communist parties, including an examination of the development of political liberalization, dissent, and international relations. Crowther

371 American Political Thought (3:3)

Examines major works in American political thought by authors such as Madison, Jefferson, Lincoln, Thoreau, Emerson, King, Malcolm X, and Friedan. Special Emphasis on tracing the promise and problems of American life.

391 African Political Systems (3:3)

GE Marker: GN
AULER/CLER: NW/CNW
Pr. 260 or 290

Survey and analysis of the institutions and current problems of African states. Emphasis on Sub-Saharan Africa. Griffiths

399 Public Affairs Internship (1–3)
Pr. permission of instructor
Field learning experience in governmental agencies and private organizations involved in the political process. Academic supervision provided by faculty advisor and direction in field provided by job supervisor. Written report on a substantive topic related to the internship required.

401, 402 Individual Study (1–3), (1–3)
Pr. departmental permission
Reading or research. Available to qualified students upon recommendation of an instructor.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
• *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

501 Selected Topics in Political Science (1–3)
Pr. major in political science or permission of instructor
• *May be repeated for credit when topics vary.*
Opportunity for advanced students to study in depth a topic of special interest.

503 Survey Methods for Policy Research (3:3)
Theoretical and practical issues involved in designing and using sample surveys for political and policy research. Emphasis on survey methods used by the government and others in public sector.

504 Computer Applications in Public Administration (3:3)
An overview of computer applications in public administration, covering both specific applications and broader questions of design, management, and impact of information and decision support systems.

505 Problems in Politics (3:3)
Seminar in research and study in political science. Attention also on problems of methodology and alternative conceptions of field of political science as a scholarly discipline.

510 Topics in Public Policy (1–3)
Pr. permission of instructor
• *May be repeated for credit when topic varies.*
Intensive analysis of a major area of public policy. Examination of sources of policymaking, the policymaking process, and the impact of policy. 510A—Politics of Education; 510B—Criminal Justice; 510C—Labor Relations; 510D—Foreign and Defense Policy; 510E—Environmental Policy; 510F—Urban Development Policy; 510G—Health Strategies; 510H—Global Challenges; 510I—Press and Politics; 510J—Politics of Industrial Policy; 510K—Ethics in Public Policy.

511 Problems in Public Management (1)
Pr. permission of instructor
• *May be repeated when topics vary up to a limit of six credit hours.*
Intensive examination of important current problems related to the management of public institutions.

512 Federalism and Intergovernmental Relations (3:3)
Pr. 100, 210, or 310, or permission of instructor; or graduate standing
Focuses on changing relationships of local-state-federal agencies, expanding role of regional cooperation, and recent developments in sub-national governments.

516 Administrative Law (3:3)
The law, practice, and procedure in federal administrative agencies: agency rulemaking; administrative adjudication; judicial review; informal process and administrative discretion. Buck

520 Urban Political System (3:3)
Pr. 323 or 324 or permission of instructor
Examination of major topics in the study of urban government and policy. Systems approach to provide an analytic framework for interrelating specific topics such as citizen participation, interest groups, parties, types of elections, forms of government, community power, and racial politics. Johnson

530 Administrative and Elected Leadership (3:3)
Pr. permission of instructor
Recruitment, selection, and roles of executives and legislators; organization and activities of the offices; relationships among executive offices, administrative offices, and legislative bodies.

535 Citizen Participation in Policy-Making (3:3)
Pr. permission of instructor
Political participation and citizen involvement in governmental policy-making. Both citizen initiated and government sponsored efforts to increase popular input analyzed. Assessment of impact of citizen participation on policy-making in specific areas of policy and on performance of government in general.

540 Nonprofit Management and Leadership (3:3)
Pr. senior or graduate standing
Overview of major concepts and concerns of nonprofit organizations, including tax-exempt status, incorporation, nonprofit-government relations, board-director-staff relations, volunteers, services and program planning, implementation, resource development.

550 Philanthropy and Resource Development (3:3)
Pr. 540 and senior or graduate standing
Major concepts, strategies, issues, and approaches to resource development and philanthropy in nonprofit and educational organizations.

560 Special Topics in Public Administration (1–3)
Pr. permission of M.P.A. Program Director or instructor
Students may repeat three-credit-hour courses when topics vary, but one-credit-hour courses when topics vary only for a maximum of three credit hours. Specific topic identified by extension to basic title, e.g., Special Topics in Public Administration: Public Financial Management; Financial Analysis Techniques; Grants and Contract Administration. (FALL OR SPRING OR SUMMER)

Please refer to The Graduate School Bulletin
for additional graduate-level courses.

Portuguese

(see Romance Languages)

Preprofessional Programs

College of Arts & Sciences

105 Foust Building
336/334-5241

UNCG's seven preprofessional programs, administered through the College of Arts and Sciences, offer all courses required for admission to medical or dental schools, to pharmacy, veterinary, or physical therapy schools, or as needed for entrance into law school. A two-year pre-engineering curriculum prepares students to transfer to schools with engineering programs.

The preprofessional programs are not majors in themselves but programs of study. Students following one of these programs must select another academic area of study as their first major. Students interested in pursuing one of the preprofessional curriculums are urged to seek advising early in their academic careers.

Please note: preprofessional programs are not primary majors. Students following one of the following preprofessional curricula must select another area of study as their primary major.

Pre Dentistry, Pre Medicine, & Pre Veterinary Medicine (PRED, PREM, PVET)

Health Careers Advisory Committee
Robert E. Cannon, Chair, and Professor, Department of Biology
Nancy Bucknall, Director, College of Arts and Sciences Advising Center (CASA)
Eric Johnston, Associate Professor, Department of Chemistry and Biochemistry
Thomas Kwapil, Associate Professor, Department of Psychology
Ron Morrison, Assistant Professor, Department of Nutrition
Promod Pratap, Associate Professor, Department of Physics and Astronomy

Students should contact a member of this committee for assistance in planning their program of study.

The admission requirements vary slightly among the various schools and programs. For specific information students should write directly to the individual schools for catalogs or consult the library. Other sources of information are current volumes of Medical School Admission Requirements and Admission Requirements of American Dental Schools.

The preprofessional programs constitute a core of courses that must be completed before admission to the professional schools. They can be successfully incorporated into almost any major. It has been shown in the case of medical schools that the choice of major does not significantly affect the student's probability of admission. Students should give consideration to any major which they find interesting and in which they feel they can do well. Nearly all students accepted to medical, dental, and veterinary schools have completed a bachelor's degree.

Medical schools generally require 2 semesters of English; 2 semesters of general biology (BIO 111, 112); 2 semesters of general chemistry with laboratory (CHE 111, 112, 114, 115); 2 semesters of organic chemistry with laboratory (CHE 351, 352, 354); 2 semesters of physics (PHY 211, 212 or 291, 292). A few schools (e.g., Duke) also require mathematics through Calculus (MAT 191, 292).

Other courses that are often recommended include Mammalian Physiology (BIO 277), Biochemistry (CHE 420 or 556), Genetics (BIO 392), Functional Microscopic Anatomy (BIO 472).

Dental school preparatory course requirements are usually very much like those for medical school. Many schools do, however, require Anatomy (BIO 271).

The list of required courses for veterinary schools is considerably more extensive than that for medical or dental schools. In addition to specifying more courses in mathematics, chemistry, and biology, these programs typically require or recommend more courses in animal science, general microbiology (BIO 481), biochemistry (CHE 420 or 556), animal nutrition, and possibly some business courses. Significant work experience with animals or in a veterinarian's practice is required. Students interested in veterinary school should make contact with the school and with the advisory committee at an early stage of their undergraduate careers.

The achievement of outstanding academic credentials should not be accomplished at the cost of totally sacrificing extracurricular activities. Most professional programs prefer students who have participated in nonacademic activities and actively pursued a range of interests.

In addition to the core of preparatory courses, virtually all professional schools require some form of standardized test prior to consideration of a student's admission application. These tests are usually taken in the spring before application is made. Medical schools require the Medical College Admission Test (MCAT), dental schools the Dental Admission Test (DAT), and veterinary schools the Graduate Record Examination (GRE) Aptitude Test.

Applications to professional schools are made a year before expected matriculation, usually between June 15 and November 15. Early application is strongly recommended. The American Medical College Application Service (AMCAS) is the agent for most medical schools, and the American Association of Dental Schools Application Service (AADSAS) is the agent for many dental schools. The Veterinary Medical College Application Service (VMCAS) is the agent for most veterinary medical schools. Application information is available from the committee. Veterinary, medical, and dental schools not subscribing to one of the application services must be contacted individually.

Pre Engineering (PREN)

ADVISORS

Promod Pratap, Associate Professor,
Department of Physics and Astronomy
Robert B. Muir, Associate Professor,
Department of Physics and Astronomy

The following two-year pre-engineering curriculum offers preparation for students who plan to transfer to engineering programs in other institutions. This program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A & T State University, North Carolina State University, and The University of North Carolina at Charlotte. Students interested in engineering should contact one of the advisors above as soon as possible.

See the designated General Education categories and approved courses on pp. 51–56. Recommended are a beginning course in literature, history (200 level), history or philosophy of science, and communications (CST 105). Some engineering programs require proficiency in a foreign language through the level of the first year (101–102). Students should make appropriate selections after consultation with an advisor. More information may be found on the Web at www.uncg.edu/phy/preengineering/preeng.htm.

Course	S.H.
Freshman year—1st Semester	
ENG 101 or exemption	3
CHE 111, 112	4
MAT 151 or 191	3
Select from GEC Categories	6
ESS	1
Total s.h.	17
Freshman year—2nd Semester	
ENG 102 or exemption	3
CHE 114, 115	4
MAT 191 or 292	3
MAT 220	3
PHY 291	4
ESS	1
Total s.h.	18
Sophomore year—1st Semester	
MAT 292 or 293	3
PHY 292	4
Select from GEC Categories	3
ECO 201 or elective	3
CSC 130	3
ESS	1
Total s.h.	17
Sophomore year—2nd Semester	
MAT 293 or elective	3
Select from GEC Categories	9–12
ESS	1
Total s.h.	13–16

Pre Law (PREL)

ADVISORY COMMITTEE

Eloise Hassell, Department of Business Administration
Christopher Hodgkins, Department of English
Susan Johnson, Department of Political Science
David Lefkowitz, Department of Philosophy
Kimberlianne Podlas, Department of Broadcasting and Cinema
Saundra Westervelt, Department of Sociology

Admittance to law school is based primarily on a student's grade point average, score on the law school admission test (LSAT), and other materials furnished in an application for admission.

Like most universities, UNCG does not have a pre-law major. Students who plan to attend law school may select their major from any academically rigorous field. However, since law schools seek to admit only students who can think, speak, and write at the highest levels of competency, students (regardless of major) should take courses that develop skills in critical, creative, and reflective thinking as well as clear and cogent writing and speaking. To obtain these skills, it is especially useful to take courses in the areas of Philosophical, Religious, and Ethical Principles (GPR) and Reasoning and Discourse (GRD). Courses in these areas are offered by many departments, including Anthropology, Communication Studies, English, History, Philosophy (which offers a pre-law concentration for majors), Political Science, Religious Studies, and Sociology. In addition, Freshman Seminars, Honors, Residential College, and Women's and Gender Studies courses are helpful. Students should also be sure to develop computer skills.

Students interested in pre-law should consult a pre-law advisor in addition to their major advisors.

Pre Medicine

(see Pre Dentistry, Pre Medicine, and Pre Veterinary Medicine)

Pre Pharmacy (PREP)

ADVISOR

R. Bruce Banks, Associate Professor, Department of Chemistry and Biochemistry

Students seeking a professional degree in pharmacy may follow a prepharmacy curriculum at UNCG for two years before transferring to a school of pharmacy. An additional three to four years will then be required to complete the Doctor of Pharmacy degree. There are 73 accredited schools of pharmacy in the United States. The two in North Carolina are located at The University of North Carolina at Chapel Hill and at Campbell University.

Prepharmacy requirements generally include the following:
BIO 111, 271, 271L, 280
CHE 111, 112, 114, 115, 351, 352, 354
ENG 101, 102
MAT 191
PHY 211, 212 or PHY 291, 292
STA 108

Other specified courses to include foreign language or other approved liberal arts courses and physical education courses for a total of 64 semester hours of prepharmacy work.

Students will also be required to take the Pharmacy College Admission Test in the second year.

Completion of the prepharmacy work at UNCG does not guarantee admission to pharmacy school. Students should consult a prepharmacy advisor before registering for courses. Those planning to apply to out-of-state pharmacy schools should bring along information from those schools.

Pre Physical Therapy (PHYT)

Advisors

Department of Biology: Cannon

Department of Exercise and Sport Science: Karper, Schmitz, Stoudemire

Six physical therapy programs are currently available in North Carolina. Duke University and Elon University offer the Doctorate in Physical Therapy (DPT). UNC Chapel Hill, East Carolina University, Western Carolina University, and Winston-Salem State University offer the Master's in Physical Therapy degree (MPT)

Students seeking either a MPT or a DPT degree may major in any academic area but will be expected to complete a core of science courses. The minimum grade point average for admission is 3.0 on a 4.0 scale. Volunteer experience in physical therapy is required for admission.

Requirements for the MPT and DPT generally include these courses:

Statistics 108
Introductory Biology (BIO 111, 112)
Anatomy (BIO 271)
Physiology (BIO 277)
Physics 211, 212 or 291, 292
General Chemistry (CHE 111, 112 and 114, 115)
General Psychology (PSY 121)
Human Growth and Development (HDF 211 or PSY 250)
CPR Certification

Additional recommendations include computer literacy and course work in biomechanics, and genetics. Students should contact the programs directly to ensure that they meet current requirements for each school. A complete listing of accredited physical therapy programs is available from the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314, 703/684-APTA.

Students should contact an advisor for assistance in planning their program of study.

Pre Veterinary Medicine

(see Pre Dentistry, Medicine, and Veterinary Medicine)

Department of Psychology

College of Arts & Sciences

296 Eberhart Building
336/334-5013
www.uncg.edu/psy

Faculty

George Michel, Professor and Head of Department

Professors Anastopoulos, Calkins, DeCasper, Guttentag, Hunt, Johnston, Keane, Logan, Nelson-Gray, Salinger, Seta, Shelton, Shull, White

Associate Professors Kane, Kwapil, Lawrence, Wisniewski

Assistant Professors Allan, Gazelle, Marcovitch, Paradise, Silvia

Lecturers Ladrow, McDonald

The Department of Psychology approaches its subject matter as a scientific discipline with emphasis placed on understanding behavior and cognition through experimentation and observation.

All of the major areas of specialization in psychology are represented among the interests of the departmental faculty. Biopsychologists study the biological foundations of behavior. Experimental psychologists investigate problems related to cognition, learning, sensation and perception, personality, development, and social functioning. Clinical psychologists emphasize the understanding of psychological disorders and the application of psychological principles to clinical problems and other aspects of adult and child behavior.

The objectives of the curriculum are:

1. To provide an understanding of the use of scientific methodology in psychological research at both intermediate and advanced levels. This understanding will include a familiarity with the design of observational, survey, and experimental studies; principles of inference from scientific data; the logic of statistical testing; and the use of scientific literature.
2. To provide basic knowledge in primary areas of the discipline through an array of required intermediate-level core courses;
3. To develop depth of understanding in areas of the discipline specific to students' individual interests;
4. To ensure that students can write clearly and effectively in an appropriate professional style.

In addition to the B.A. program for undergraduates, the department has a Ph.D. program for graduate students.

Students who wish to seek teacher licensure should see **Teacher Education Programs** as well as below. Such persons should contact the departmental Director of Undergraduate Studies as early as possible.

Psychology Major (PSYC)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Codes:

Psychology, U215
Psychology, with Teacher Licensure in Social Studies, U217

The Psychology Major provides a background for entry into a variety of professions other than psychology where understanding the principles of behavior and cognition is important. It also provides the necessary background for individuals planning to do graduate work in either basic or applied psychology.

The curriculum provides students with a structured, sequenced exposure to six core areas in psychology. These are: behavior analysis; biopsychology; clinical psychology; cognitive psychology; development psychology; and, social psychology. Majors must sample from at least four domains at the intermediate (200) level but can sample as few as two at the higher (400) levels. Thus, they can choose a narrower or broader sampling of upper level courses. The curriculum also affords hands-on experience with scientific psychology via laboratory courses and field experiences.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Mathematics (GMT)	3
required: STA 108 or MAT 115 or MAT 150 (students who receive advanced placement credit in mathematics will be approved on a case-by-case basis)	
Social and Behavioral Sciences (GSB)	6
required: PSY 121 and one additional GSB	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture	3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	
Natural Sciences (GNS)	3–4
any GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
any additional GSB course with a different departmental prefix	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements

Minimum 35 semester hours in psychology to include the following courses. Students must earn a grade of at least C- in PSY 310 (or STA 271), PSY 311 and in any 200-level PSY course that serves as a prerequisite for advanced 400-level courses.

- PSY 121*, 310 (or STA 271), and 311
- at least four of the six intermediate level core courses (230**, 240, 250, 260, 275, 280)
- at least four upper level courses (including one with a lab) selected from at least two different core areas, denoted by groups in parentheses—(biopsychology—435 or 435L, 436 or 436L, 438 or 438L), (behavior analysis—442 or 442L, 444), (developmental—455 or 455L, 456 or 456L, 457), (social—460 or 460L, 461 or 461L, 462 or 462L, 463 or 463L), (clinical—470 or 470L, 471 or 471L, 472), (cognitive—481 or 481L, 483 or 483L)
- PSY 495 and 519 may be used as upper level core credit. Area will vary each semester.

**PSY 121, 250, and 260 satisfy GSB.*

***PSY 230 satisfies 3 s.h. of GNS.*

V Related Area Requirements

No specific courses required.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Psychology Major with Teacher Licensure in Social Studies

Students majoring in psychology may elect to pursue teacher licensure in Social Studies. Completion of this means of teacher licensure will enable one who wishes to teach Social Studies curricula in the secondary schools to gain the background for teaching psychology courses as well. The requirements for completion of Teacher Licensure in Social Studies are listed on p. 328. The University, College, and departmental major requirements are the same as for any other psychology major. Additional semester hours may be required for completion of the degree.

Those intending to gain teacher licensure are encouraged to choose electives in Sociology, Philosophy, Religious Studies, or Anthropology that address human behavior and experiences from complementary or, perhaps, alternative perspectives.

Second Academic Concentration in Psychology

Required: minimum of 18 semester hours

The second academic concentration in Psychology is designed specifically for Elementary Education Students. It requires completion of a minimum of 18 s.h. to include:

- Required: PSY 250, 275, 280
- A minimum of three (3) upper-level courses from: PSY 318, 455, 456, 470, 481

Psychology as a Second Major

Required: minimum of 35 semester hours

Requirements for the Psychology Second Major are the same as for a Psychology Major. See above for details.

Honors in Psychology

Requirements

At least 12 s.h. in psychology courses including:

- PSY 311 (offered each spring)
- PSY 495 or PSY 515 or PSY 519
- PSY 493 and HSS 490
  Note: PSY 493 must be taken before HSS 490. For HSS 490, your project proposal must be approved by a committee of three faculty (two must be from the Psychology Department).

Qualifications

- 3.30 or greater cumulative GPA at graduation
- 3.30 or greater GPA in Psychology
- A declared Psychology Major

Recognition

The designation "Completed Disciplinary Honors in Psychology" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See department head for further information and guidance about Honors in Psychology.

Psychology Minor

Required: 18–19 semester hours

The psychology minor complements study in a wide range of fields including anthropology, biology, business and marketing, human development, sociology, social work, exercise and sport science, education and counseling, and nursing. A student may earn a minor in psychology by completing from 18–19 s.h. in psychology. These must include:

- PSY 121
- a minimum of 2 psychology courses at the 200 level
- one (1) 400-level psychology course from one of the major core areas (see p. 268)
- any 2 additional psychology electives OR PSY 311 (Pr. PSY 310 or STA 271)

Psychology Courses (PSY)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

121 General Psychology (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
- *Students may not receive credit for 121 if they have prior credit for either 221 or 223.*

Survey of psychology. Includes psychology as science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, social behavior, personality (normal and pathological), statistics, testing, intelligence, aptitudes, and achievement.

230 Biological Psychology (3:3)
GE Core: GNS *CAR: GLS*
AULER/CLER: NS/CLS
Pr. 121 or BIO 111 or BIO 105

An introduction to the contributions of molecular, genetic, cellular, developmental, physiological, and evolutionary biology to the scientific understanding of psychological processes.

240 Learning and Motivation (3:3)
Pr. 121

Survey of scientific theories and research on learning and motivation according to classic theorists and contemporary behavioral psychologists. Topics include reinforcement, punishment, stimulus control, Pavlovian conditioning, and escape and avoidance.

250 Developmental Psychology (3:3)
GE Core: GSB
Pr. 121
- *May not receive credit for 250 and HDF 302.*

Survey of scientific theories and research findings in human psychological development, including its biological, behavioral, cognitive, social, and emotional aspects.

260 Psychological Perspectives on Social Psychology (3:3)
GE Core: GSB
Pr. 121

Survey of scientific theories and research on the nature, causes, and consequences of individual behavior in social context. Topics include relationships, groups, attitudes, persuasion, aggression, altruism, and prejudice.

275 Introduction to Clinical Psychology (3:3)
Pr. 121

Survey of main issues within clinical psychology. Includes nature and ethics of profession, research methodologies, clinical assessment, models of therapy including empirically validated treatments, and systems of care principles.

280 Cognitive Psychology (3:3)
Pr. 121

Survey of scientific theories and research in cognitive psychology. Topics include human learning, attention, memory, and problem solving.

310 Statistics in Behavioral Science Research (3:3)
Pr. 121, and STA 108 or MAT 115 or MAT 150
- *Psychology majors must earn a grade of at least C- in PSY 310 (or STA 271).*
- *Students may not receive credit for PSY 310 and STA 271 or STA 352 or ECO 250.*

Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level. Requires knowledge of elementary algebra.

311 Research Methods in Psychology (4:3:3)
Pr. 121, and PSY 310 or STA 271
- *Psychology majors must earn at least a C- in PSY 311.*

Introduction to the research methodologies of psychology and to analysis and interpretation of data. Experience with methods of data collection, basic statistical ways to display and analyze data, and writing reports.

314 Industrial and Organizational Psychology (3:3)
Pr. 121
Pr. for Business majors: admission to the Bryan School of Business and Economics; grade of C or better in MGT 312.

Introduction to industrial and organizational psychology with special emphasis on employee motivation, selection, training, and organizational determinants of employee behavior. (Same as MGT 314)

318 Belief in "Weird" Things (3:3)
GE Core: GRD
Pr. 121

Psychological research on belief in extraordinary, "weird" phenomena, including, but not limited to, the paranormal, superstition, divination, projective tests of personality, alternative healing practices, and unconscious mind control and repression.

341 Abnormal Psychology (3:3)
GE Core: GSB
Pr. 121
- *Students cannot receive credit for this course and for PSY 471.*
- *Not recommended for Psychology majors.*

A description of the various psychological disorders is presented along with the research methods used to study them. Each disorder is approached from a number of perspectives: biological, psychosocial (psychodynamic, interpersonal, behavioral, cognitive, and humanistic) and sociocultural.

346 Sex, Gender, and Behavior (3:3)
Pr. 121

Evaluation of effects of biological sex and gender role socialization on personality and behavior through examination of empirical research.

360 Theories of Personality (3:3)
Pr. 121

Major theories of personality including psychodynamic, humanistic, behavioral, cognitive, biological, and trait perspectives. Additional focus on methods of research and assessment that provide the theoretical foundation for studying individual differences.

380 Psychology and the Law (3:3)
GE Core: GPR
Pr. 121; freshmen must have permission of instructor

Psychological research on issues associated with legal proceedings, including but not limited to, jury selection and behavior, eyewitness memory and testimony, and standards of proof will be discussed.

The remaining PSY courses (400 and 500 levels) require the successful completion of PSY 121, and the indicated 200- and/or 300-level prerequisite courses.

424 Consumer Behavior (3:3)
Pr. 121
Pr. for Business majors: grade of C or better in MKT 320, junior standing; admission to the Bryan School of Business and Economics.

Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups. (Same as MKT 424)

433 Directed Research in Psychology (1–3)
Pr. 9 credit hours in Psychology, and permission of instructor
- *May be repeated for credit.*

Opportunity for students to work independently or in small groups on empirical research projects under the supervision of a faculty member.

435 Brain and Psychological Processes (3:3)
Pr. grade of at least C- in 230
- *Students cannot receive credit for both this course and PSY 435L.*

Study of brain mechanisms for feeding, aggression, sexuality, cognition, consciousness, sleep, learning, memory, thinking, and communication. Examination of brain defects in abnormal behavior and responses to drugs and psychotherapy.

435L Brain and Psychological Processes with Laboratory (4:3:3)
Pr. grade of at least C- in 230, 310 (or STA 271), and 311
- *Students cannot receive credit for both this course and PSY 435.*

Brain mechanisms for feeding, aggression, sexuality, cognition, consciousness, sleep, learning, memory, thinking, and communication. Examination of brain changes with psychopathology and drug treatment. Includes laboratory methods for investigating brain processes.

436 Sensory and Perceptual Processes (3:3)
Pr. grade of at least C- in 230
- *Students cannot receive credit for both this course and PSY 436L.*

Survey of sensory modalities including pain, balance, touch, olfaction, gustation, audition, and vision and how they receive, process, and modify environmental stimuli leading to perception of the world.

436L Sensory and Perceptual Processes with Laboratory (4:3:3)
Pr. grade of at least C- in 230, 310 (or STA 271), and 311
- *Students cannot receive credit for both this course and PSY 436.*

Sensory modalities including pain, balance, touch, olfaction, gustation, audition, and vision as they receive, process, and modify environmental stimuli. Includes laboratory work assessing human visual, auditory, somatosensory, gustatory, olfactory, and vestibular perception.

438 Animal Behavior (3:3)
Pr. grade of at least C- in 230
- *Students cannot receive credit for both this course and PSY 438L or BIO 438 or 439.*

Application of theory of evolution to the explanation of animal behavior. Surveys a variety of species, addressing several behavioral categories as well as issues in sociobiology and human evolution. (Same as BIO 438)

438L Animal Behavior with Laboratory (4:3:3)

Pr. grade of at least C- in 230, 310 (or STA 271), and 311; or BIO 111 and 112

- *Students cannot receive credit for both this course and PSY 438 or BIO 438 or 439.*

Application of theory of evolution to animal behavior. Includes laboratory and field techniques for assessing behavioral adaptations. Surveys several behavioral categories in a variety of species. (Same as BIO 439)

442 Behavioral Approaches to Complex Human Behavior (3:3)

Pr. grade of at least C- in 240

- *Students cannot receive credit for both this course and PSY 442L.*

Examination of contemporary behavior-analytic research and theory pertaining to the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering.

442L Behavioral Approaches to Complex Human Behavior with Laboratory (4:3:3)

Pr. grade of at least C- in 240, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 442.*

Contemporary behavior-analytic research and theories of the social origin of conceptualizing, language, self-awareness, self-control, problem solving, and remembering. Includes laboratory methods for investigating elementary and complex behavioral phenomena.

444 Applied Behavioral Psychology (3:3)

Pr. grade of at least C- in 240

Principles of behavior and their current applications to educational and human service settings. Recommended for psychology majors, and graduate and undergraduate students in counseling, speech pathology, social work, physical education, nursing. Field experience in applied behavioral psychology is available through Clinical Field Experience (PSY 472).

455 Social and Personality Development (3:3)

Pr. grade of at least C- in 250 or HDF 302

- *Students cannot receive credit for both this course and PSY 455L.*

Examination of current theories and empirical research concerned with social, emotional, and personality development.

455L Social and Personality Development with Laboratory (4:3:3)

Pr. grade of at least C- in 250 or HDF 302, and 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 455.*

Examination of current theories and empirical research concerned with social, emotional, and personality development. Includes laboratory work focusing on social and personality development across the life span.

456 Cognitive Development (3:3)

Pr. grade of at least C- in 250 or HDF 302

- *Students cannot receive credit for both this course and PSY 456L.*

Examination of current theories and empirical research concerned with perceptual and cognitive development.

456L Cognitive Development with Laboratory (4:3:3)

Pr. grade of at least C- in 250 or HDF 302, and 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 456.*

Examination of current theories and empirical research concerned with perceptual and cognitive development including laboratory work, focusing on research methods of cognitive development.

457 Developmental Psychobiology (3:3)

Pr. grade of at least C- in 230, 250, or HDF 302

Examination of current research and theory in behavioral development in non-human animals. Topics include instinct theory, role of experience in development, and the relation between development and evolution of behavior.

460 Interpersonal Behavior and Group Processes (3:3)

Pr. grade of at least C- in 260

- *Students cannot receive credit for both this course and PSY 460L.*

In-depth analysis of interpersonal behavior and group processes. Topics include aggression, prosocial behavior, attraction, prejudice and discrimination, social comparison, close relationships, and groups.

460L Interpersonal Behavioral and Group Processes with Laboratory (4:3:3)

Pr. grade of at least C- in 260, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 460.*

Analysis of interpersonal behavior and group processes including laboratory work focusing on research methods of social psychology. Topics include aggression, prosocial behavior, attraction, prejudice, discrimination, social comparison, and groups.

461 Attitudes and Social Influence (3:3)

Pr. grade of at least C- in 260

- *Students cannot receive credit for both this course and PSY 461L.*

In-depth analysis of attitudes and social influence. Topics include attitude structure, formation and change, propaganda and persuasion; attitude-behavior consistency; conformity; compliance; and obedience.

461L Attitudes and Social Influence with Laboratory (4:3:3)

Pr. grade of at least C- in 260, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 461.*

Analysis of attitudes and social influence, with laboratory work on attitudes and social influence. Topics include attitude structure, formation and changes, propaganda and persuasion; consistency, conformity, compliance, and obedience.

462 Social Cognition: Perceiving and Thinking in a Social Context (3:3)

Pr. grade of at least C- in 260

- *Students cannot receive credit for both this course and PSY 462L.*

In-depth analysis of how we think about ourselves and others. Topics include impression formation, attribution, affect and cognition, social judgement, stereotyping and the self in social context.

462L Social Cognition with Laboratory (4:3:3)

Pr. grade of at least C- in 260, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 462.*

Analysis of how we think about ourselves and others, including laboratory work in social cognition. Topics include impression formation, attribution, affect and cognition, social judgement, sterotyping, and the self.

463 Psychological Perspectives on Personal Relationships (3:3)

Pr. grade of at least C- in 260

- *Students cannot receive credit for both this course and PSY 463L.*

In-depth examination of current theories and empirical research focusing on psychological perspectives of personal relationships. Includes topics related to relationship forms and processes such as intimacy and power.

463L Psychological Perspectives on Personal Relationships with Laboratory (4:3:3)

Pr. grade of at least C- in 260, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 463.*

Current theories and research on psychological perspectives of personal relationships including laboratory work in the scientific study of personal relationships. Topics include processes such as intimacy and power.

470 Psychological Disorders of Children (3:3)

Pr. grade of at least C- in 275

- *Students cannot receive credit for both this course and PSY 470L.*
- *Students cannot receive credit for both this course and PSY 502.*

Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, anxiety.

470L Psychological Disorders of Childhood with Laboratory (4:3:3)

Pr. grade of at least C- in 275, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 470.*

Etiology, assessment, and treatment of various psychological disorders of children, e.g., conduct disorder, attention deficit/hyperactivity disorder, depression, and anxiety. Includes laboratory work with assessment and other methods in clinical child psychology.

471 Psychological Disorders of Adults (3:3)

Pr. grade of at least C- in 275

- *Students cannot receive credit for this course and PSY 341.*
- *Students cannot receive credit for both this course and PSY 471L.*

Etiology, assessment, and treatment of various psychological disorders of adults, e.g., schizophrenia, depression, anxiety.

471L Psychological Disorders of Adults with Laboratory (4:3:3)

Pr. grade of at least C- in 275, 310 (or STA 271), and 311

- *Students cannot receive credit for this course and PSY 471.*

Etiology, assessment, and treatment of various psychological disorders of adults, e.g., schizophrenia, depression, and anxiety, including laboratory work with clinical assessment techniques and clinical research methods.

472 Field Experience in Applied Settings (3)

Pr. grade of at least C- in 470 or 471; junior standing; and permission of instructor

- *Malpractice insurance fee required for certain placements.*

Community field experience designed to illustrate practical applications of psychological principles and research. Class meetings and written work required in addition to field placement.

481 Cognition and Consciousness (3:3)

Pr. grade of at least C- in 280

- *Students cannot receive credit for both this course and PSY 481L.*

In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results.

481L Cognition and Consciousness with Laboratory (4:3:3)

Pr. grade of at least C- in 280, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 481.*

In-depth discussion of psychological processes of attention and memory and their relationship to consciousness. Analyses of theories, experimental techniques, and results including laboratory work on research methods of cognitive psychology.

483 The Psychology of Thinking (3:3)

Pr. grade of at least C- in 280

- *Students cannot receive credit for both this course and PSY 483L.*

Research and theory on human problem-solving and reasoning. Topics include classification, categorization, decision-making, rational thought, and a discussion of awareness in thinking.

483L Psychology of Thinking with Laboratory (4:3:3)

Pr. grade of at least C- in 280, 310 (or STA 271), and 311

- *Students cannot receive credit for both this course and PSY 483.*

Research and theory on human problem-solving and reasoning including laboratory work conducting and participating in experiments about thinking. Topics include classification, categorization, decision-making, rational thought, and awareness in thinking.

490 Directed Readings in Psychology (1–3)

Pr. 18 s.h. in psychology, and permission of instructor

- *May be repeated for credit.*

Reading and library research on a specialized topic in the primary scientific literature in psychology under the supervision of a faculty member.

491 Family-Centered Interdisciplinary Practice: System of Care (3:3)

Pr. permission of instructor

System of care core values/principles infuse service planning/delivery. Students develop competencies in family-centerdness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included. (SPRING) (Same as HDF 491, HEA 491, RPM 491, SWK 491)

493 Honors Independent Study (3–6)

Pr. admission to Honors in Psychology, 12 s.h. in the major, and completion of PSY 311; see also p. 208.

- *May be repeated for credit if the topic of study changes.*

Opportunity for qualified students to complete directed study and/or research under faculty supervision. Work will lead to a written proposal for and enrollment in Senior Honors Project (HSS 490, see p. 210).

495 Senior Honors Seminar (3:3)

Pr. 311H and completion of 200-level core requirements for psychology major, senior standing, and GPA 3.30; or permission of the instructor

- *May be repeated for credit when topics vary.*
- *May be used to meet major requirements.*

Provides students with advanced study and critical analysis of contemporary problems in psychology.

Courses for Advanced Undergraduates & Graduate Students

515 History and Systems of Psychology (3:3)

Pr. senior standing; minimum of 12 s.h. of psychology, including 121; or permission of instructor.

Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and ways systems are reflected in contemporary psychology.

519 Special Topics in Psychology (3:3)

Pr. appropriate introductory 200-level core course or equivalent, or permission of instructor

- *May be repeated for credit when topics vary.*

Intensive examination of current theories and research in a specific area of biopsychology, learning, development, cognition, social psychology or clinical psychology. Check with department for offerings.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Department of Public Health Education

School of Health & Human Performance
437 Health & Human Performance Building
336/334-5532
www.uncg.edu/phe

FACULTY
Dan Bibeau, Associate Professor and Head of Department
Professors Gruchow, Howell
Associate Professors King, Lawrance, Lovelace, Smith
Assistant Professors Aronson, Morrison, Schulz, Strack
AP Assistant Professor McCoy-Pulliam
AP Instructor Essick

Mission Statement

The mission of the Department of Public Health Education is to promote health by supporting the learning, decision-making and capacity of individuals, groups, and communities. In collaboration with Piedmont Triad community organizations, the Department prepares professional health educators and advances public health practice and knowledge.

Public Health Major (PHTH)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:
Community Health Education (122 hours), U407
Health Studies (122 hours), U448

Community Health Education Concentration

Increasing national interest in health and health promotion attracts students to the undergraduate degree program in Community Health Education. The concentration provides field experiences in public and private agencies as part of the professional preparation program. Students are prepared to design and implement health promotion programs in the community. Graduates have careers in national, state, and local health agencies, health and human services organizations, and business and industry. Students who wish to declare a Community Health Education concentration can do so in the department or through UNCG's Web site. You are encouraged to meet with the Department Undergraduate Program Director as soon as possible so that you can be assigned an advisor and receive information about required course schedules and sequences.

Student Learning Goals

As stipulated by the National Task Force on the Preparation and Practice of Health Educators, students in the B.S. in Community Health Education Program will learn to:

- Assess individual and community needs for health education.
- Plan effective health education programs.
- Implement health education programs.
- Evaluate effectiveness of health education programs.
- Coordinate provision of health education services.
- Act as a resource person in health education.
- Communicate health and health education needs, concerns, and resources.

Admission to the Professional Program

1. Completion of the following group of foundation courses with a C (2.0) or better: HEA 308, 339, 314, 315, and 325
2. 60 s.h. with a minimum overall GPA of 2.50, which must be maintained to continue in the Professional Program for the Community Health Education concentration
3. Transfer students with 60 s.h. may apply for admission after completing 12 s.h. at UNCG with a minimum GPA of 2.50 or higher.
4. Students will not be permitted to take upper division courses in the department (HEA 316, 340, 366, 405, 412, 426, 428, and 466) unless they have been formally admitted by the department (or in the case of non-majors, have the permission of the instructor) to the Professional Program in the Community Health Education concentration.
5. Once a student is admitted to the Professional Program, he or she must continue to maintain the cumulative GPA requirement of 2.50 and a C (2.0) or better in all HEA courses—professional program and elective health education courses.

Admission to Senior Internship Course (HEA 428)

1. Admission to the Professional Program
2. Completion of all early field experience requirements and intervention courses (HEA 339, 340, 366, 427, 466)
3. A minimum 2.50 cumulative grade point average
4. A grade of C (2.0) or better in all required HEA courses
5. Completion of HEA 201 and a minimum of six (6) s.h. of health education course work
6. Current CPR and Community First Aid and Safety certification

Graduation Requirements for a B.S. in Community Health Education

1. A grade of C (2.0) or better in all required HEA courses
2. Successful completion of HEA 428 with a grade of P (Pass)
3. Registration for and completion of the CHES exam
4. Completion of all other requirements as described for degree and major

Health Studies Concentration

The program leading to the Bachelor of Science in Health Studies is designed to prepare individuals for positions in health-related fields; provide a base for graduate study; and provide a foundation for personal growth. The Health Studies concentration provides a foundation in the core areas of public health including: social and behavioral sciences, epidemiology, environmental health, public health statistics, and public health policy and administration.

Student Learning Goals

Students completing the Health Studies concentration will:

- Understand the purpose, core functions, services, and professions of public health.

- Exhibit proficiency in utilizing the areas of knowledge basic to public health including: social and behavioral sciences, epidemiology, environmental health, public health statistics, and public health policy and administration.
- Embrace the principles and ethics of the public health field.
- Recognize the importance of population-based approaches to addressing the health needs faced by society.
- Exhibit technical skills for collecting, critically analyzing, describing, and disseminating information about health and disease.
- Enrich their understanding of specific populations and health issues through an array of elective courses.

Graduation Requirements for a B.S. in Health Studies

1. A grade of C (2.0) or better in all HEA courses
2. Completion of all other requirements as described for degree and major

ACADEMIC REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT) required: STA 108	3
Natural Sciences (GNS) required: BIO 111/111L or 105/105L, and NTR 213	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and ENG 102	6
Social and Behavioral Sciences (GSB) required: HEA 201	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Community Health Education Concentration

1. HEA 201*, 308, 314, 315, 316, 325, 339, 340, 366, 405, 412, 427, 428, 466
2. Twelve s.h. from the following courses: HEA 202, 207, 260, 310, 318, 333, 334, 338, 347, 361, 369, 420, 450, 471, 475, 491. May include any of the following one-hour courses: HEA 203, 236, 300, 301, 303, 304, 305, 306, 307, 331.

Health Studies Concentration

1. HEA 201*, 308, 314, 315, 316, 325, 340, 412, 490
2. Twelve s.h. from the following courses: HEA 207, 260, 310, 318, 333, 334, 338, 347, 369, 420, 450, 471, 475, 491. May include any of the following one-hour courses: HEA 236, 300, 301, 303, 304, 305, 306, 307, 331

IV Related Area Requirements (both concentrations)

BIO 111*/111L* or BIO 105*/105L*; CST 341 or 105; ENG 102*; ISM 110; NTR 213*; STA 108*

**BIO 111, 111L or 105, 105L and NTR 213 satisfy one GNS requirement; ENG 102 satisfies one GRD; HEA 201 satisfies one GSB; and STA 108 satisfies GMT.*

V Electives

Electives sufficient to complete total semester hours required for degree.

Health Education or Health Studies as a Second Major

Course requirements for the Health Education or Health Studies second major are the same as for the major.

Minor in Health Studies

Required: minimum of 15 semester hours

Area of Study Code: U425

1. HEA 201 and 308; nine additional s.h. of health courses
2. Grade of C (2.0) or better in courses counted toward minor
3. At least 2.20 grade point average
4. Completion of at least 12 s.h. at UNCG and a minimum grade point average of 2.20 at time of registration for the minor
5. A minimum of 9 s.h. in the minor must be completed at UNCG.

NOTE: Students interested in the minor should contact the Department of Public Health Education.

PUBLIC HEALTH EDUCATION COURSES (HEA)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

201 Personal Health (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
- *Fulfills teacher licensure requirements. Elective for all others.*

Study of determinants of healthful and safe living for various age groups; emphasis on analyses and interpretations of research methods and findings within a social ecological conceptual framework. (FALL & SPRING)

202 Introduction to Peer Health Education (3:2:3)

Study of health issues integrating methods of peer education, preparing students through experiential learning to serve the University community as peer educators. Four tracts: sexual health; alcohol and other drugs; wellness; diversity. (FALL)

203 Peer Health Education: Selected Topics (1:1)

Pr. 202

- *May be repeated twice for a total of 3 credits.*

Continued study in one of four tracts of health topics: sexual health, alcohol and other drugs; wellness; diversity. Students utilize and demonstrate methods of peer health education. (SPRING)

207 International Health (3:3)

GE Marker: GN

Study of international health: health care, conditions, and disease in industrialized and non-industrialized nations; public health and health education approaches to prevention of problems causing morbidity and mortality. (FALL & SPRING)

236 First Aid (1:1)

- *Students may not take both 236 and 338 for credit.*

American Red Cross Standard First Aid Course leading to certification for those who qualify.

260 Human Sexuality (3:3)

GE Core: GSB

AULER/CLER: SB/CSB

Study of psychosocial, biological, cultural, and developmental research aspects of human sexuality emphasizing methods of sexuality research, relationships, gender issues, intimacy, sexual response, reproduction, exploitation, and dysfunctions. (FALL & SPRING)

300 Topics in Preventing Sexually Transmitted Disease (1:1)

Study of those sexually transmitted diseases representative of major causes of morbidity, mortality and behavioral risk-factor data in the United States; interventions for prevention/eradication to be surveyed. (FALL OR SPRING)

301 Topics in Reproductive Health (1:1)

Knowledge and skills to develop and implement health interventions aimed at improving the reproductive health of populations. Health issues from adolescence through the reproductive years will be included. (FALL OR SPRING)

303 Topics in Violence, Injury, and Health (1:1)

Study of types and extent of intentional and unintentional injury, risk factors for, and analysis of public health and health education approaches to prevention. (FALL OR SPRING)

304 Topics in Preventing Unintentional Injury (1:1)

Study of types and extent of unintentional injury, risk factors for unintentional injuries; and analysis of public health and health education approaches to prevention. (FALL OR SPRING)

305 Topics in Chronic Disease (1:1)

Public education approach to the study of chronic diseases includes discussion of epidemiology, risk and protective factors, and health intervention approaches. (FALL OR SPRING)

306 Topics in Stress Management (1:1)

Study of stress and stress related health problems with focus on relevant cognitive information and health education programs designed to improve stress management capabilities of consumers. (FALL OR SPRING)

307 Topics in International Health (1:1)

Study of international health focusing on health care, conditions, and disease in industrialized and non-industrialized nations; public health and health education approaches to prevention of problems causing morbidity and mortality. (FALL OR SPRING)

308 Introduction to Public Health Education (3:3)

Pr. Public Health major or minor; or permission of instructor.

Introduction to the profession of public health education (terminology, purposes, settings, etc.) and roles of professional health educators; foundation course preparing students for the public health education major. (FALL)

310 Emotional Health (3:3)

Consideration of positive emotional health as an integral factor in the total health and well-being of the individual.

314 Disease Processes (3:3)

Pr. Public Health major or minor; or permission of instructor.

Focus on concepts of health and illness, knowledge of the risk factors, etiology and pathogenesis of selected diseases, and understanding of how prevention strategies relate to disease etiology. (FALL)

315 Epidemiology (3:3)

Pr. or Coreq. STA 108 or MAT 115 or higher-level STA or MAT course, or permission of instructor

Study of the distribution and determinants of disease occurrence with emphasis on application to health education. (FALL)

316 Environmental Health (3:3)

An analysis of the identification, assessment, and control of environmental health risks. Focus on the effects of specific toxicants and the prevention of their negative impact on health and well-being. (SPRING)

318 Conflict Resolution and Facilitation Skills (3:3)

Theory and practice in conflict resolution and facilitation of group problem-solving, decision-making, and conflict resolution. (SPRING)

325 Public Health Data Analysis (3:3)

Pr. overall GPA of 2.0; Public Health major; or permission of instructor.

Applied course to develop skills in finding, understanding and analyzing public health data that is essential for needs assessment, program planning and evaluation. (FALL)

331 Topics in Alcohol, Tobacco, and Drugs (1:1)

- *May be repeated for credit when topic varies.*

Analysis of the epidemiology of alcohol/drug use and public health and health education approaches to prevention, intervention and treatment. (FALL OR SPRING)

333 Health of Women (3:3)

We consider how the complexities of women's lives and status influence women's health. Students will consider how research, practice, and action can all contribute to improved health for all women.

334 Community Health (3:3)

Pr. sophomore standing

Overview of complex social, health, and medical problems of modern society, with special emphasis on community programs for solving them. Study of programs of official and voluntary health agencies designed to promote and protect the health of citizens, observed through field trips, discussed by guest lecturers, and studied through other forms of enrichment.

338 Safety and First Aid (3:3)

- *Students may not take both 236 and 338 for credit.*

Study of factors essential to safety in home, school, and community, with emphasis on First Aid and emergency care knowledge and skills. Cardiopulmonary Resuscitation (CPR) included.

339 Introduction to Public Health Education Practice (3:3)
Pr. Public Health major or minor; or permission of instructor.
Meetings with health educators and field trips to introduce students to the application of health education principles. Course is the first in a sequence of four experiential courses. (FALL)

340 Community Observation and Assessment (3:3)
Pr. 201, 308, 339; minimum overall GPA of 2.0; Public Health major; or permission of instructor.
Process for working within a community or population to assess its health needs and assets. Focus on cultural competence, knowledge of community agencies and gatekeepers, and community data collection methods. (SPRING)

341 Elementary School Health (3:3)
Pr. acceptance into Teacher Education Program or permission of instructor
Health content relevant to college students followed by analysis of such content to derive information appropriate for elementary children. Includes methodologies for conduct of elementary school health program. (FALL & SPRING)

347 Health Problems of Lower Income Groups (3:3)
Pr. sophomore standing
Ramifications of poverty-health complex in United States and social differences in physical and mental illness. Emphasis on identification of specific health problems common among the poor and detailed inspection of characteristics of poverty which contribute to these health conditions.

361 Sexuality Education: Content and Methods (3:3:1)
Pr. 260 and permission of instructor
Content and methods for sexuality education among young adults. Emphasis on enhancing student understanding of sexuality through the planning and implementation of selected learning activities.

366 Community Health Interventions I (3:3)
Pr. 308, 314, 339; overall GPA of 2.0; junior standing; Public Health major; admission to a professional program; or permission of instructor.
Theory and practice in planning and using health education strategies for individuals and small groups. (SPRING)

369 Lifetime Health Concerns (3:3)
Pr. sophomore standing
Selected predictable physical, mental, and social health concerns from prenatal life through adulthood. Special emphasis on prenatal life through adolescence.

405 Program Planning and Evaluation (3:3)
Pr. 308, 314, and 340, admission to professional program, or permission of instructor.
Methods used by health educators to respond to health problems and opportunities. Emphasis on comprehensive program planning that includes assessment, community involvement, intervention selection and development, implementation, and evaluation. (FALL)

412 Community Health Organizations (3:3)
Pr. 308, 339, 340
Study of the structure and operation of community health organizations. (FALL)

420 The School Health Program (3:3)
Total school health program (healthful environment, health services, and health instruction including curriculum) and its contribution to health and education of children and youth. (FALL)

425 Evaluation in Health Education (3:3)
Pr. 315, 340, and 405; admission to professional program.
Consideration of existing health education instrumentation and its construction and usage to evaluate health knowledge, attitudes, behavior, and programs.

426 Internship Planning (1:1)
Pr. 308, 339, 340, and 366, and admission to professional program
Professional preparation, planning, and placement for the 400-hour supervised internship experience (428). (FALL)

427 Public Health Education Practicum (Fieldwork III) (3:2:3)
Pr. 339, 340, and 366; admission to professional program.
Assisting professional health educators, in a variety of community settings, with planning, implementing, and evaluating health education programs/activities for a minimum of 30 contact hours. (FALL)

428 Health Education Internship (Fieldwork IV and Seminar) (12)
Pr. 339, 340, 366, 427, 466; admission to professional program; overall 2.20 GPA; grade of C or better in all required HEA courses; must have current certification in Community First Aid and Safety and CPR.
- *Grade: Pass/Not Pass (P/NP)*
- *Minimum 320 contact hours.*

Experience in using public health education techniques and practices in a community organization/agency. Emphasis on functioning as a professional health educator under supervision. (SPRING)

450 Current Health Problems (3:3)
Examination of selected health problems and/or populations that are of current pertinence. Populations and/or problems will be explored within the context of their impact on society.

466 Community Health Interventions II (3:3)
Pr. admission to the professional program; or permission of instructor.
Theory and practice in selecting, developing and implementing community-level interventions to improve the health of individuals and communities. (SPRING)

470 Adolescent Health (3:3)
Survey of adolescent health problems and needs. Focus on epidemiological trends, behavioral and social etiological factors, and public health interventions to reduce specific adolescent health problems. (SPRING)

471 Immigrant and Refugee Health (3:3)
Overview of issues affecting health promotion among immigrant and refugee populations. Focus on migration, dislocation, resettlement, adjustment, historical, epidemiological, behaviors, cultural, socioeconomic, and political factors, and interventions to address needs. (SPRING)

475 Independent Study (1–3)
Pr. demonstrated competency for independent work and permission of academic adviser and instructor
- *May be repeated once for credit.*

Intensive work in an area of special interest in health education. Available to qualified students on recommendation of academic adviser and instructor.

490 Seminar in Health (3:3)
Pr. HEA 201, 308, 314, 315, 316, 325, 340, 412
Current problems, issues, and trends in health status viewed from an ecological perspective, with an emphasis on the literature and oral communication skills. (Formerly HEA 540)

491 Family-Centered Interdisciplinary Practice: System of Care (3:3)

Pr. permission of instructor

System of care core values/principles infuse service planning/delivery. Students develop competencies in family-centerdness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included. (SPRING) (Same as HDF 491, PSY 491, RPM 491, SWK 491)

Please refer to The Graduate School Bulletin *for graduate-level courses.*

Department of Recreation, Tourism, and Hospitality Management

School of Health & Human Performance

420-J Health & Human Performance Building
336/334-5327
www.uncg.edu/rth

FACULTY

Stuart J. Schleien, Professor and Head of Department
Professors Bedini, Sellers
Associate Professors Canziani, Gladwell, Stone
Assistant Professors Byrd, Cardenas, Hsieh, Maynard
Adjunct Instructors Callahan, Hardy, Maxson, Wilson

The Recreation and Parks Management major prepares students to pursue careers in leisure services management, therapeutic recreation, and commercial recreation, and prepares students to pursue graduate study. The Department is committed to offering an academically challenging program of undergraduate education coupled with a solid foundation of a liberal arts education. The program has been accredited by the NRPA/AALR Council on Accreditation since 1981.

The Hospitality and Tourism Management major prepares students for a variety of management positions in the hotel, restaurant, and travel and tourism fields. Students first complete a set of courses that gives them a broad foundation in all areas of hospitality and tourism management. Students select one of two concentrations: hotel and restaurant management or travel and tourism management. All students complete a business minor.

Recreation and Parks Management Major (RPMT)

Degree: Bachelor of Science

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Leisure Services Management, U419
Therapeutic Recreation, U413
Commercial Recreation, U445

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT)	3
required: STA 108	
Natural Sciences (GNS)	6–7
for Therapeutic Recreation concentration: BIO 111 and one other NS course with a different prefix	
for other concentrations: any two GNS courses with different prefixes, one of which must be a lab course	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and ENG 102	
Social and Behavioral Sciences (GSB)	6
for Therapeutic Recreation concentration: HDF 211 and PSY 121	
for Commercial Recreation concentration: ECO 201 and one other GSB course	
for Leisure Services Management concentration: any two GSB courses with different prefixes	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

For all concentrations

1. RPM 111, 212, 213, 251, 314, 315, 342, 416, 417, 418, 511
2. For both RPM 315 and 417, an overall GPA of 2.0 or better is required prior to registration for the courses.
3. CST 105 or 111; ENG 101* or FMS 115* or RCO 101*, and ENG 102*; STA 108*

**STA 108 satisfies GMT; ENG 101 or FMS 115 or RCO 101 and ENG 102 satisfy GRD.*

NOTE: Both field experiences are typically offered only during the summer sessions and should not be taken during the same summer; students should plan accordingly.

Leisure Services Management Concentration

1. RPM 241, 445, 446
2. Related areas (cognates)
   Select 18 s.h. from any of the following courses: CST 210; ESS 330, 458, 519, 520; ISM 110; GEO 121, 205; MGT 312, 330; MKT 320, 424; PSC 105, 210, 305, 310, 312, 313; RPM 201, 315*, 324, 346, 347, 401, 452, 519; SOC 201, 222, 227, 250, 325, 326

**RPM 315 may only count in a related area if it is being repeated for the second time for additional credit beyond the first 3-credit hour enrollment.*

Therapeutic Recreation Concentration

1. RPM 231, 332, 433
2. Related areas: BIO 111*, 271, 277; ESS 381; HDF 211*; PSY 121*, 341
3. Select one of the following: CED 310; ESS 579; HEA 369; SES 135, 540

**BIO 111 satisfies one GNS; HDF 211 and PSY 121 satisfy GSB.*

Commercial Recreation Concentration

1. RPM 324, 446, 450, 452
2. Related areas: ACC 201; ECO 201*; ISM 110; MGT 309; MKT 320
   Select two of the following: ECO 202; MGT 312, 313, 330; MKT 327, 421, 424

**ECO 201 satisfies one GSB.*

IV Electives

Electives sufficient to complete 122 total semester hours required for degree.

Recreation and Parks Management Minor

Required: minimum of 15 semester hours

AOS Code: U418

This minor complements a number of majors, including biology, business administration, human development, geography, history, exercise and sport science, political science, public health education, psychology, and social work. Fifteen semester hours are required, including RPM 101 or 111, 212 or 213, 416 or equivalent, and 6–9 hours from department concentration courses. RPM 314 may be counted as a therapeutic recreation concentration course.

Students interested in the minor should register with the Department of Recreation, Tourism, and Hospitality Management, 420-J HHP Building.

Travel, Tourism, and Commercial Recreation Minor

Required: minimum of 15 semester hours

AOS Code: U426

This minor complements a number of majors, including hospitality management, marketing, and geography. Fifteen semester hours are required, including RPM 320, 324, 452, HTM 261 and 456.

Students interested in the minor should register with the Department of Recreation, Tourism, and Hospitality Management, 420-J HHP Building.

Hospitality and Tourism Management Major (HTMT)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Hotel and Restaurant Management, U452
Travel and Tourism Management, U453

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Department specifies courses for:	
Mathematics (GMT)	3
required: STA 108	
Natural Sciences (GNS)	6–7
any two GNS courses with different prefixes, one of which must be a lab course	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and CST 105	
Social and Behavioral Sciences (GSB)	6
required: ECO 201 and one additional GSB course	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker; one GL must be HTM 251.

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements (minimum 76 semester hours)

All concentrations

1. HTM 151, 251, 351, 352, 450, 452, 455, 456; RPM 418
2. CST 105*; ECO 201*; MGT 309*; STA 108*
3. Students are required to fulfill the business minor as part of their degree program.

Hotel and Restaurant Management Concentration

1. HTM 371 or 372, 374, 471
2. Related areas (cognates): ACC 201; ISM 110; MGT 309, 312, 330; MKT 320; NTR 103, 303, 432

Travel and Tourism Management Concentration

1. HTM 261, 320 (or GEO/RPM 320), 463
2. Related areas (cognates): ACC 201; ISM 110; MGT 309; MKT 320; RPM 213, 315, 324. Select two of the following: MGT 312, 330; MKT 327, 421, 424
   Note: The field experience courses RPM 315 and HTM 455 are typically offered only in the summer sessions and should not be taken during the same summer; students should plan accordingly.

**CST 105 satisfies GRD; ECO 201 satisfies GSB; STA 108 satisfies GMT; MGT 309 satisfies WI, SI in major.*

IV Electives

Electives sufficient to complete the 122 semester hours required for degree.

Recreation and Parks Management Courses (RPM)

GE Core denotes General Education Core credit.

Courses for Undergraduates

101 Leisure and American Lifestyles (3:3)
GE Core: GSB
- *For non-majors only.*
- *Students may not receive credit for both 101 and 111.*

Examination of personal, philosophical, socio-cultural, economic, behavioral, and historical dimensions of leisure; evolution of leisure lifestyles; exploration of the interrelationship between individuals, groups, and society in the context of leisure. (Fall & Spring)

111 Introduction to Recreation and Parks (3:3)
- *RPM majors and minors only*
- *Students may not receive credit for both 111 and 101.*

Historical and philosophical foundations of recreation and parks; examination of agencies providing services, social and economic factors influencing recreation in contemporary society, professional organizations, and career opportunities. (Fall & Spring)

201 Introduction to Community Leadership (3:3)

Provides an overview of key leadership and personal development skills necessary to practice effective leadership in teams and community organizations. Includes exploration, reflection, and synthesis of personal values. (Spring)

202 Environmental Education (3:3)

Historical and philosophical foundations of environmental education. Exploration of various program types; emphasis on teaching and learning alternatives. Survey of environmental issues and current research.

212 Leadership in Recreation and Parks (3:3)

Analysis of techniques, principles, and practices of leadership and group dynamics in recreation and parks. (Fall & Spring)

213 Program Planning in Recreation and Parks (3:3)

General principles of program planning; intensive study of program areas available to participants; analysis of methods and techniques of program design, organization, implementation, and evaluation. (Fall & Spring)

231 Introduction to Therapeutic Recreation and Medical Terminology (4:3:3)

Survey of key concepts, theoretical underpinnings, and procedures in clinical and community recreation settings. Focuses upon varied special needs populations, prescriptive activities, documentations using medical charting, medical and psychiatric terms. (Fall)

241 Introduction to Leisure Services Management (3:3)
Pr. RPM majors and minors only, or permission of instructor

History and development of public and private non-profit recreation agencies with emphasis on types of programs and services offered, current trends, and issues impacting the delivery of services. (Spring)

251 Professional Preparation in Recreation and Parks (1:1:2)
Pr. 111
- *RPM majors only*

A laboratory format course with "hands-on" experience in developing cover letters and professional resumes, job search skills, and interviewing for positions in recreation and parks. (Fall & Spring)

304 Outdoor Challenge/Adventure Education Programs (3:3)

Principles and practices of outdoor challenge/adventure education; administrative considerations for selection, use, design, and implementation of outdoor challenge/adventure programs.

314 Recreation Services with Underrepresented Groups (3:3)

Awareness of and sensitivity to the needs of people with disabilities and other disenfranchised individuals with regard to planning, delivering, and evaluating recreation/leisure services in the community. (Spring)

315 Practicum in Recreation and Parks (3 or 6)
Pr. 111, 212, 213, and 231 or 241 or 324, or permission of instructor; must have a cumulative 2.0 GPA to enroll
- *A 3 semester hour experience may be repeated once for a maximum of 6 s.h.*
- *Grade: Pass/Not Pass (P/NP)*

Directed practical experience in approved recreation and parks agency. Opportunities provide for student to develop knowledge, values, and skills appropriate for entry-level practice in the profession. (Summer)

316 Leisure for Older Adults (3:3)

Examines leisure and the sociological, legal, medical, and political aspects of older adulthood, as well as issues that impact the leisure of older adults (retirement, caregiving, health, finances).

320 Tourism Planning and Development (3:3)

Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. (Same as GEO 320 and HTM 320)

324 Commercial and Entrepreneurial Recreation (3:3)
Pr. 111 or permission of instructor

Basic principles and procedures in entrepreneurial and commercial recreation; development and operation of commercial recreation businesses with emphasis on goods and services offered for profit in the leisure market. (Spring) (Same as HTM 324)

332 Program Design in Therapeutic Recreation (3:3)
Pr. 111, 231, or permission of instructor

Focus on skills for systematic design and evaluation of programs for people with disabilities using various techniques, including activity and task analysis, and client documentation. (Spring)

342 Recreation Area and Facility Development (3:2:2)
Examination of the basic procedures involved in the planning process; basic considerations in park planning and maintenance management; analysis of the methods and techniques of site evaluation, design, and maintenance management. (FALL)

343 Park and Recreation Maintenance Management (3:3)
Pr. 111, 213, or permission of instructor
Principles and practices of maintenance management; operational policies and procedures in recreation and park agencies.

346 Campus Recreation Management (3:3)
Basic principles and procedures of campus recreation management with emphasis on programming, maintenance, budgeting, and risk management aspects of program development. (SPRING)

347 Outdoor Experiential Education for Small Groups (3:2:3)
Introduction to experiential education theory. Emphasis on small group facilitation skills; policies, procedures and legal factors for management of challenge course; teambuilding; experiential activities to meet client's needs.

401 Strategic Community Leadership (3:3)
- *Open to students in any discipline.*

Focus on development of community leadership capacities; identification, analysis, and assessment of community issues; development of proposals for change; blending individual leadership experiences with current community leaders' experiences. (FALL)

405 Special Topics Seminar (3:3)
Pr. course work in appropriate content area and/or permission of instructor
- *May be repeated once for credit.*

Specific course title identified by subscript, e.g., Problems Seminar: Leisure and Aging. Nature of problems themselves and their impact on societies studied.

416 Management in Recreation and Parks (3:3)
Pr. 315 or permission of instructor
Principles and practices of management in recreation and parks agencies with emphasis on motivation, leadership, finance and budgeting, personnel policies and practices, and marketing and public relations. (FALL & SPRING)

417 Internship in Recreation and Parks (12)
Pr. 315 and 416; must have a cumulative 2.0 GPA to enroll
- *Grade: Pass/Not Pass (P/NP)*

Advanced practical experience in an approved recreation and parks agency. Internship consists of a full-time placement for a minimum of 12 weeks and 480 clock hours. (SUMMER ONLY OR PERMISSION OF INSTRUCTOR)

418 Research and Evaluation in Recreation, Parks, and Tourism (3:3)
Pr. 315, STA 108, or permission of instructor
Analysis of research and evaluation methods in recreation, parks, and tourism including problem identification, literature review, data collection methods and analysis, and report writing. (FALL & SPRING)

433 Trends and Issues in Therapeutic Recreation (3:3)
Pr. 315, 332, or permission of instructor
Study of trends and issues in therapeutic recreation; examination of current controversial issues, interdisciplinary team practice, supervisory functions, and professional advocacy. (FALL)

436 Leisure Education (3:3)
Pr. 111 or permission of instructor
Components of leisure education in the delivery of therapeutic recreation services. Emphasis on program development for people with disabilities in transition from educational, clinical, and home environments to community environments.

443 Recreation Facility Management (3:3)
Pr. 315, or permission of instructor
Comprehensive understanding of the elements necessary to manage a recreation facility in the public, not-for-profit, and/or private sectors, including supervision, operational control, capacity management, and pricing.

445 Financing Recreation and Parks (3:3)
Pr. 416 or equivalent, or permission of instructor
Financial methods and techniques utilized in recreation and parks. Emphasis on new approaches to financing, alternative financing techniques, fees and charges, and revenue producing facilities. (SPRING)

446 Advanced Management Practices in Recreation and Parks (3:3)
Pr. 416
Principles and practices of management in recreation and park organizations with emphasis on strategic planning and management, organizational change, decision-making, conflict management, problem solving, and managing diversity. (SPRING)

450 Service Management (3:3)
Pr. STA 108 or permission of instructor
Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer service. (FALL) (Same as HTM 450)

452 Meeting and Event Planning and Management (3:3)
Pr. 241 or 324, or permission of instructor
Comprehensive understanding of the elements necessary to conduct a quality event or meeting; emphasis on skills needed to identify, create, organize, implement, and evaluate a special event, conference, or meeting. (FALL) (Same as HTM 452)

491 Family-Centered Interdisciplinary Practice: System of Care (3:3)
Pr. permission of instructor
System of care core values/principles infuse service planning/delivery. Students develop competencies in family-centerdness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included. (SPRING) (Same as HDF 491, HEA 491, PSY 491, SWK 491)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

511 Seminar in Recreation and Parks (3:3)
Pr. 315, senior standing, or permission of instructor
Examination of current practices in recreation and parks with emphasis on their impact in the delivery of programs and services, and their technological, economic, and political significance in society. (FALL & SPRING)

519 Directed Research in Recreation, Parks, and Tourism (3)
Pr. permission of instructor
Identification and investigation of research questions in recreation, parks, and tourism. Opportunity for students to conduct research with direction from scholars in the field. (FALL & SPRING)

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

HOSPITALITY AND TOURISM MANAGEMENT COURSES (HTM)

Courses for Undergraduates

151 Introduction to Hospitality and Tourism Management (3:3)

Overview of the products and services provided by the hospitality industry. Introduction to the roles of industry managers at all organizational levels. Skill development in the measurement of operational productivity. (FALL & SPRING) (New course number effective fall 04; formerly HMT 211)

251 Multicultural Issues in Hospitality and Tourism (3:3)

GE Marker: GL

Multicultural and global issues in hospitality and tourism. Historical, socioeconomic, cultural, and linguistic variables impacting tourism and hospitality marketing, operations, and human resources. Study of selected Western and non-Western cultures. (FALL & SPRING)

261 Introduction to Travel and Tourism (3:3)

Pr. or Coreq. HTM 151 or permission of instructor

Survey of travel and tourism with emphasis on its origins, present characteristics, and societal impacts; implications of travel in the United States and emerging importance of international travel. (New course number effective fall 04; formerly RPT 221)

320 Tourism Planning and Development (3:3)

Geographic distribution of tourist development with an emphasis on the spatial dimension of origin-destination flows, industrial structure, demand, and supply. Tourism planning and agents of tourism development are stressed. (Same as GEO 320 and RPM 320)

324 Commercial and Entrepreneurial Recreation (3:3)

Pr. RPM 111 or permission of instructor

Basic principles and procedures in entrepreneurial and commercial recreation; development and operation of commercial recreation business with emphasis on goods and services offered for profit in the leisure market. (SPRING) (Same as RPM 324)

351 Hotel Operations (3:3)

Pr. or Coreq. 151 or permission of instructor

Exploration of hotel management from a rooms perspective. Topics include revenue-management, forecasting, budgeting, measuring operational and employee performance, ethics, and property management technology. (FALL) (New course number effective fall 04; formerly HMT 341)

352 Destination Management (3:3)

Coreq. 151 or permission of instructor

Introduction to the management of tourism destinations. Students will be exposed to the entire destination management process including basic concepts, planning, development, management, and marketing of tourism.

371 Restaurant Development and Operations (3:3)

Operations of quick-service, casual, and fine dining restaurants with emphasis on concept and menu development, cost/volume/profit relationships, forecasting demand and market share, market niche/positioning, scheduling, customer service, technology, and ambience/environment. (FALL)

372 Catering and Beverage Management (3:3)

Pr. HTM 151 or permission of instructor

How to profitably plan, manage, and debrief a food and beverage event and meet or exceed guest requirements. Participation in catered events on and/or off campus will be required. (New course number effective fall 04; formerly HMT 473)

374 Hospitality Facilities Design and Systems (3:3)

Pr. or Coreq. 151 or permission of instructor

Focuses on the how and why of matching facility design to operational goals. Students learn to communicate functional goals from an operator's viewpoint to design and engineering professionals. (FALL) (New course number effective fall 04; formerly HMT 342)

450 Service Management (3:3)

Pr. STA 108 or permission of instructor

Integration of service systems management, human behavior, and marketing in the creation, delivery, and assurance of service quality and customer satisfaction. (FALL) (New course number effective fall 04; formerly HMT 412) (Same as RPM 450)

452 Meeting and Event Planning and Management (3:3)

Pr. HTM 151 and MKT 320 or permission of instructor

Comprehensive understanding of the elements necessary to conduct a quality event or meeting; emphasis on skills needed to identify, create, organize, implement, and evaluate a special event, conference, or meeting. (FALL) (New course number effective fall 04; formerly RPT 423) (Same as RPM 452)

455 Internship in Hospitality and Tourism Management (12:0:36)

Pr. 151, 351, MGT 312; documented work experience of 200 clock hours in industry; major status; and permission of program advisor

This internship enables HTM students to gain valuable work experience within the hospitality industry. 480 supervised clock hours required for completion of this 12 credit course. (FALL & SPRING & SUMMER) (New course number effective fall 04; formerly HMT 451)

456 Issues and Trends in Hospitality and Tourism (3:3)

Pr. HTM 452 or permission of instructor

Study of the current trends and issues in travel and tourism; examination of ethical and legal issues, marketing and management strategies, and providers of tourism products and services. (SPRING) (New course number effective fall 04; formerly RPT 426)

459 Independent Study in Hospitality and Tourism (1–3)

Pr. HTM 151 and 351 and permission of program advisor

- *May be repeated once for a total of 6 credit hours.*

Independent research experience conducted by individual students under the supervision of a selected program faculty member. (FALL & SPRING) (New course number effective fall 04; formerly HMT 462)

463 Sustainable Tourism Development (3:3)

Pr. 151, 261, or permission of the instructor

The study of sustainability and its relationship to the economic, environmental, and social dimensions of tourism development. (ALT FALL)

471 Hospitality Training and Performance Systems (3:3)

Pr. 151, CST 105, STA 108, ISM 110, and MGT 312, or permission of the instructor

Managing hotel and restaurant employee competency, diversity, and motivation through training and recommending necessary changes in hospitality organization work policies, processes, and structures to support desired performance. (SPRING)

Department of Religious Studies

College of Arts & Sciences

109 Foust Building
336/334-5762
www.uncg.edu/rel

FACULTY

Derek Krueger, Professor and Head of Department
Professor Levinson
Associate Professors Hart, Orzech, Ramsey
Assistant Professor Grieve
Lecturers Gorvine, Haus, Headington, Mortimore, Sopper

The Department of Religious Studies investigates a variety of religious traditions, movements, and expressions that play important roles either historically or in contemporary cultures.

Courses are organized in two concentrations:

1. Traditions & Historical Studies
2. Cultural & Theoretical Studies

The Department teaches courses on such traditions as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Historical studies include courses about religions in African, Asian, Middle East, European, and American (especially United States) history. Theoretical studies include courses on religious philosophies, religious ethics, and theologies, as well as political, social, and psychological accounts of religious life. Cultural studies include courses that investigate the role religion plays in politics, economics, social movements, arts, sciences, as well as diverse forms of personal conduct.

Religious Studies Courses Meeting General Education Core and Marker Credit

Philosophical/Religious/Ethical (GPR)
REL 101, 104, 109, 111, 207, 218, 220, 221, 223, 225, 232, 251, 259, 327

Historical Perspectives (GHP)
REL 131, 202, 204, 210, 212, 215, 229

Global (GL)
REL 101, 104, 204, 210, 215, 240

Global Non-Western (GN)
REL 111, 218, 220, 221, 223, 225, 250

Religious Studies Major (RELS)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U219

The Religious Studies Major participates in a diversified program in the humanities, studying religious history, imaginative literature, systems of thought, and criticisms of culture, politics, and society. Because religious studies majors engage in multidisciplinary studies in the liberal arts, they are well-qualified to enter any field that profits from disciplines of exposition, analysis, appreciation, criticism, and historical reflection. Upon graduation, Religious Studies majors have gone into teaching, medicine, nursing, law, business, ministry, journalism, and communications.

Members of the Religious Studies Department are available to advise students about career opportunities and to refer them to further information that may be of help.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
One additional GLT course *(student may select)*	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course** within the **major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture	3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	
Natural Sciences	3–4
any GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
any additional GSB course with a different departmental prefix	

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204
Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Minimum 27 semester hours in Religious Studies above the 100 level.

1. 24 s.h. including at least two courses from each category:
   Traditions & Historical Studies: REL 201, 202, 204, 210, 211, 212, 215, 218, 220, 221, 225, 229, 250, 301, 305, 311, 313, 351, 366, 367
   Cultural & Theoretical Studies: REL 207, 232, 240, 251, 259, 309, 310, 312, 314, 315, 318, 323, 324, 325, 326, 327, 328, 330, 333, 340, 365, 503
2. Senior Seminar: REL 410 (3 s.h. credit)

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Religious Studies as a Second Major

Required: minimum of 27 semester hours above the 100 level

Requirements for a Second Major in Religious Studies are the same as for the Religious Studies Major. Included in the requirements are a minimum of 27 semester hours above the 100 level, including two courses from each category (Traditions & Historical Studies and Cultural & Theoretical Studies), and the Senior Seminar.

Religious Studies as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

1. Two courses (6 s.h.) from Traditions and Historical Studies: REL 201, 202, 204, 210, 212, 215, 218, 220, 221, 225, 229, 250, 301, 305, 311, 313, 351, 366, 367
2. Two courses (6 s.h.) from Cultural and Theoretical Studies: REL 207, 232, 240, 251, 259, 309, 310, 312, 314, 315, 318, 323, 325, 326, 327, 328, 330, 333, 340, 365, 503
3. Two additional REL courses (6 s.h.) at the 200 level or above

Religious Studies Minor

Required: minimum of 18 semester hours

The Religious Studies Minor complements majors in a variety of fields in the humanities and social sciences; for others it provides a way to focus various disciplines in the humanities on a profoundly significant part of cultures around the world. The minor consists of 18 semester hours including two courses each in Traditions & Historical Studies and Cultural & Theoretical Studies.

Religious Studies Courses (REL)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

101 Introduction to Religious Studies (3:3)
GE Core: GPR *GE Marker: GL*
AULER/CLER: AE/CAE
Inquiry into religion through consideration of forms, patterns, categories, symbols, and practices which characterize various religious experiences.

104 Religion, Ritual, and the Arts (3:3)
GE Core: GPR *GE Marker: GL*
AULER/CLER: AE/CAE
A study of how myths and stories are used in ritual and the arts. The specific traditions treated will vary.

107 Myth and Ritual in Antiquity (3:3)
AULER/CLER: AE/CAE
Exploration of classic religious themes in their earliest expression in ancient myth and ritual.

109 Religion and Contemporary Culture (3:3)
GE Core: GPR
AULER/CLER: AE/CAE
Understandings of religion as shaped by contemporary social institutions, the arts, politics, and philosophy.

111 Non-Western Religion (3:3)
GE Core: GPR *GE Marker: GN*
AULER/CLER: NW/CNW
Comparative study of non-Western religions and their contributions to modern religious self-understanding, focusing critically and evaluatively on such patterns of expression as myth, ritual, and social forms.

121 Religious Themes in World Literature (3:3)
Religious attitudes and themes concerning suffering, bafflement, and evil.

131 Religion in America (3:3)
GE Core: GHP *CAR: GMO*
AULER/CLER: HP/CMO
Diverse religious traditions and thinkers that have played a significant role in the history of the United States from Native American beginnings to the present.

201 The Bible in Western Culture (3:3)
Study of significant themes and issues in the Bible and their expression in the religious literature and history of Europe and America.

202 Hebrew Scriptures (3:3)
GE Core: GHP *CAR: GPM*
AULER/CLER: HP/CPM
Study of the Hebrew scriptures (the Old Testament) in historical, sociological, and literary context.

204 New Testament and the Origins of Christianity (3:3)
GE Core: GHP *GE Marker: GL* *CAR: GPM*
AULER/CLER: HP/CPM
Study of the New Testament texts in their historical, sociological, and literary contexts.

207 Modern Problems of Belief (3:3)
GE Core: GPR
AULER/CLER: AE/CAE
Exploration of ways in which God has been understood in the context of the eclipse of religion in Western culture from the Enlightenment to the present.

210 Christianity to the Reformation (3:3)
GE Core: GHP GE Marker: GL CAR: GPM
AULER/CLER: HP/CPM
Study of classic Christian texts, symbols, rituals, and social movements to the dawn of the Reformation.

212 Christianity from the Reformation to the Present (3:3)
GE Core: GHP CAR: GMO
AULER/CLER: HP/CMO
Examination of a range of themes in the history of Christian thought from the sixteenth century to present, through reading of a variety of texts representative of Christian traditions.

215 Judaism (3:3)
GE Core: GHP GE Marker: GL CAR: GMO
AULER/CLER: HP/CMO
Introductory study of Judaism, its history, texts, life, and thought.

218 Non-Western Religions: China (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
A study of the religions of China in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.

220 Non-Western Religions: Japan (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
A study of the religions of Japan in the classical and modern periods focusing on thought, ritual, social structure, and aesthetics.

221 Buddhism (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
Introduction to the origin, development, and impact of Buddhism in Asian cultures. Focus on religious doctrines, forms of community, religious practices, techniques, art and iconography, and the implications of the Buddhist perspective for the contemporary world in both Asia and the West.

223 Hinduism (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
Introduction to the Hindu religious tradition, its myths, rituals, music, social structure, and philosophical thought.

225 Islam (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
Introduction to origins of Islam and its development as a world religion focusing on doctrine, ritual practices, and community structures.

229 Introduction to African American Religions (3:3)
GE Core: GHP CAR: GMO
Examination of the diverse beliefs and practices of African American religious traditions and their development in the Americas.

232 American Religious Thought: A Survey (3:3)
GE Core: GPR
AULER/CLER: AE/CAE
Three Americans—Jonathan Edwards (1702–1756), a Puritan-reformed Christian; Ralph Waldo Emerson (1802–1882), a Romantic; and William James (1843–1910), a pragmatist—pursue tensions between grace and law.

240 Modern Jewish Thought (3:3)
GE Marker: GL
A survey of modern Jewish thinkers from Spinoza to Rozensweig.

250 Religious Traditions and Care of the Earth (3:3)
GE Core: GPR GE Marker: GN
AULER/CLER: NW/CNW
Examination of the thought, ethics, and practice of major religious traditions and worldviews with regards to the care of the earth. Emphasis on non-Western, indigenous, and ecofeminist traditions.

251 Topics in Religious Social Ethics (3:3)
GE Core: GPR
AULER/CLER: AE/CAE
- *May be repeated for credit when topic varies.*

Inquiry into the social teachings of diverse religious traditions with respect to such current topics as economic development and social justice, human rights, democracy, freedom, human well-being and the environment.

259 Philosophy of Religion (3:3)
GE Core: GPR
Arguments concerning God's existence, the problem of evil, God's foreknowledge and human freedom, the analysis of divine attributes, immortality and the soul.

301 Early Christianity (3:3)
Development of various kinds of Christian beliefs and practices from the second to seventh centuries. Focus on primary sources.

305 Religions of the Greco-Roman World (3:3)
Study of themes in Judaism, Christianity, and pagan religious movements of the Mediterranean world from Alexander to Constantine.

309 Spirituality and Culture in the West (3:3)
AULER/CLER: AE/CAE
Examines spirituality in Western religious traditions in relation to changing roles of men and women, spiritual needs, culture, and identity.

310 Christianity and the Construction of Gender (3:3)
Study of the role of categories of male and female in the creation and maintenance of Christian notions of holiness, authority, and hierarchy in historical perspective.

311 Topics in Biblical Studies (3:3)
Pr. 201 or 202 or 204, or permission of instructor
- *May be repeated for credit when topics vary, with permission of instructor.*

Examination of specific biblical texts, themes, or interpretations in the context of Jewish and Christian religious traditions or in terms of significant literary or historical issues.

312 Judaism and the Construction of Gender (3:3)
Jewish understandings of gender from ancient to modern times, with focus on law and tradition, roles in the Jewish community, family, sexuality, and Jewish theology.

313 Topics in Ancient Judaism (3:3)
- *May be repeated for credit when topics vary, with permission of instructor.*

Diversity of Judaism in the ancient world; study of major themes, texts, and movements in ancient Judaism; focus on primary texts, material culture, and scholarly approaches.

314 Saint and Society in the Early Middle Ages (3:3)
Examination of the concept of sanctity and of the rise and function of the veneration of holy men and women in Christian tradition from the fourth to the seventh century.

315 Religious Autobiography in the West (3:3)
AULER/CLER: WL/CWL
Exploration of changing views of selfhood in the Western autobiographical traditions from Augustine's Confessions to the present.

318 Theories and Methods in the Study of Religion (3:3)
Examination of theories of religion advanced by anthropologists, sociologists, historians, and theologians. Consideration of case studies to understand religion as a system of beliefs and practices.

323 Religious Movements and Communities: Selected Topics (3:3)
- *May be repeated when topic varies.*

Selected topics will bring to bear historical, analytical, theological, and ethical tools to understand religious movements. Faculty and topics will vary.

324 Philosophical Issues in Religion (3:3)
- *May be repeated for credit when topic varies.*

Modes of philosophical reflection, groups of human conceptuality and their relation to the truth of religious claims.

325 Contemporary American Jewish Thought (3:3)
Analysis and evaluation of American Jewish thinkers: Kaplan, Heschel, Soloveichik, and Fackenheim. Topics include the Holocaust, Israel, relations with Gentiles, Jewish life in a democracy, and relations with African Americans.

326 American Religious Thought I (3:3)
AULER/CLER: AE/CAE
Exploration of American religious thought from settlement through the National Period (mid-19th century), focusing on the works of Puritans, Rationalists, and Romantics.

327 American Religious Thought II: The Romantic Tradition (3:3)
GE Core: GPR
A study of thinkers like Emerson, Whitman, and Thoreau that focuses on issues concerning religion in a democracy, divinity and nature, and the 'revelatory' character of poetry.

328 American Religious Thought III: The Pragmatic Tradition (3:3)
AULER/CLER: AE/CAE
Study of classic pragmatic religious thinkers, including Peirce, James, Royce, Santayana, and Dewey. Focuses on issues concerning the character of religious experience, divinity and nature, the problem of evil.

330 Major American Religious Thinkers (3:3)
Pr. permission of instructor
- *May be repeated for credit when topic varies.*

Topics to vary. Analysis and evaluation of major works by an American religious thinker, e.g., Jonathan Edwards, or works exemplifying a particular intellectual movement, e.g., the Puritan Christian Enlightenment.

332 Contemporary African American Religious Thought (3:3)
Explores the variety of contemporary African American religious thought: Buddhist, Christian, Islamic, Judaic, and New World Yoruba. The relation between religious racial identities is a primary focus.

333 Religion and Psychology (3:3)
Presents classic Western and/or Asian psychological theories of religion and shows how various religious traditions understand the human psyche.

340 Modern Jewish Thinkers (3:3)
Pr. 240
- *May be repeated for credit when topic varies.*

Analysis and evaluation of major works by a Jewish thinker, e.g., Martin Buber, or works exemplifying a particular intellectual movement, e.g., Jewish existentialism. Topics will vary.

341 Experimental Course: Judaism in the Modern World (3:3)
Study of the religious, political, social, intellectual, and economic forces that affected the development of Judaism since the French Revolution, and the consequences for Jewish life. (Offered spring '03)

351 Religion in Traditional Societies (3:3)
GE Marker: GN
AULER/CLER: NW/CNW
Study of religion in traditional societies in which the basic question "What is it to be human?" is raised by entering into the diverse symbolic worlds of native Americans, Africans, or others.

355 The Religious Discourse of Civil Rights (3:3)
Explores Protestant, Catholic, and Jewish involvement in American racial reform in the twentieth century.

356 Religion and Colonialism (3:3)
Explores colonialism as an ensemble of ritual performances—performances of charisma, violence, gender, race, and writing—that provide the interpretive context for the study of religion.

365 Myth and Theory (3:3)
An examination of theories of myth in light of intensive readings in Asian, African, and Western Mythology, with emphasis upon the role of myth in religion and culture.

366 Religions of China: Selected Topics (3:3)
Explores selected aspects of Chinese religions. Possible topics include ritual, Taoist alchemy, ancestor worship, Ch'an Buddhism, the underworld and the dead.

367 Religions of Japan: Selected Topics (3:3)
Exploration of selected aspects of Japanese religions. Possible topics include ritual, Japanese festivals, Shinto, ancestor worship, Zen Buddhism, the underworld and the dead.

401, 402, 403, 404 Tutorial (1–3), (1–3), (1–3), (1–3)
Pr. permission of instructor
Directed program of reading, research, and private instruction.

410 Senior Seminar (1–3)
- *Required of all seniors.*
- *May be repeated for up to 9 s.h. of credit when topic varies.*

Colloquium on a unifying theme or major recent work in Religious Studies. Topic will vary with instructor.

420 Internship in Religious Studies (3:0:10)
Pr. two REL courses at the 300 level
- *Religious Studies majors and minors only.*
- *May be repeated once for credit.*

Practical experience in a variety of professional settings. Includes 10 hours per week at internship site, plus regular meetings with a faculty advisor.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Courses for Advanced Undergraduates & Graduate Students

503 Topics in Religious Studies (3:3)
Pr. permission of instructor
- *May be repeated once for credit.*

Study of role, nature, and function of selected social forms of religious life through cross-cultural comparison or intensive study of one religious tradition.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Residential College

College of Arts & Sciences

Mary Foust Hall
336/334-5915
www.uncg.edu/res/

Faculty

Frances C. Arndt, Director and Lecturer in Residential College
Leslie Armeniox, Lecturer in Residential College
Betty A. Carpenter, Assistant Director and Lecturer in Residential College
Michael Cauthen, Lecturer in Residential College
M. Jeffrey Colbert, Lecturer in Residential College
Christine R. Flood, Lecturer in Residential College
Tracey H. Howell, Lecturer in Residential College
Deborah Seabrooke, Lecturer in Residential College
Jason Tower, Lecturer in Residential College
Kathleen Ahern, Department of German and Russian
Murray D. Arndt, Emeritus, Department of English
Kimberly M. Cuny, Department of Communication Studies
Laurinda deBeck, Department of History
David A. Fein, Department of Romance Languages
Charles E. Headington, Department of Religious Studies
Michael E. Lewis, Department of Geography
John D. Loftin, Department of Religious Studies
Charles D. Orzech, Department of Religious Studies
Mary K. Sandford, Department of Anthropology
Ann Berry Somers, Department of Biology
John H. Starks, Department of Classical Studies
Amanda P. Williford, Department of Psychology

Mission Statement

The mission of the Residential College of UNCG is to create a home on campus where students can relate serious academic studies to communal issues and personal development. Its goal is the holistic education of all participants: staff, faculty, students, friends. In particular the program promotes transition from school to later life through student participation and leadership, through a balance of private and public values and through a tradition of fostering friendship.

The Residential College was created at UNCG in 1970 to provide a setting that encourages innovative study, small classes, unity of academic and social experiences, and close student-faculty contacts.

The Residential College is a two-year program for freshmen and sophomores with a limited number of Upper-class Mentor participants. Members of the program live and have classes in a coeducational residence hall. A Coordinator of Residential Learning, who serves on the faculty, resides in the hall. Other faculty members have offices in the residence hall. Students and faculty serve on governing committees and participate together in special events within the dormitory.

Faculty members from many different departments and schools teach in the Residential College. Courses taught fulfill General Education Core Requirements and requirements of the College of Arts and Sciences.

All students are asked to participate in an interdisciplinary core course focusing on the American experience and to choose another class from a wide range of other academic subjects. These seminars, along with varied types of independent study and community service work, make up six to nine hours of a student's semester course load. The remaining hours are taken in the University outside the Residential College. Residential College students are full members of UNCG and are expected to participate in the life of UNCG.

All students who have been admitted to UNCG automatically qualify for application to Residential College. Anyone who wishes to receive more information about the program is encouraged to contact the Residential College, 336/334-5915, or view their Web site: www.uncg.edu/res.

Residential College Courses (RCO)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

101 English Composition I (3:3)
GE Core: GRD
- *Equivalent credit to ENG 101/FMS 115; students may not receive credit for both RCO 101 and either ENG 101 or FMS 115.*

Designed to develop the student's ability to read with discrimination and write effectively. Tower

102 English Composition II (3:3)
GE Core: GRD
- *Equivalent credit to ENG 102/FMS 116; students may not receive credit for RCO 102 and either ENG 102 or FMS 116.*

Practice in writing responsible public discourse. Students write extended, informed arguments on issues of public concern. Attention to critical reading, effective use of evidence. Seabrooke

108, 109, 208, 209 Residential College Core Course: The American Experience

First year: The Deep Roots of the American Experience through 1890. Second year: The American Experience: 1890–present. The four semester series of courses is multidisciplinary and will be assigned General Education Core credits in GHP, GPR, GLT, and GSB effective fall 2001.

Sections offered for academic year 2004–05 were:

208 The American Experience: 1890–1945 (3)
F. Arndt, M. Cauthen, M. Colbert, C. Flood, L. deBeck

209 The American Experience: 1945–present (3)
F. Arndt, M. Cauthen, M. Colbert, C. Flood, L. deBeck

200 Residential College Seminars
Concentrated and in-depth seminars meeting General Education Core credit and College of Arts and Sciences Requirements, and intended to complement the core program. Seminars are set up each year, each offering 3 s.h. credit.

Seminars for 2004–05 were:

112-01 Contemporary Topics in Mathematics (3) Howell
GE Core: GMT

115-01 Seminar in Mathematics (3) Howell
GE Core: GMT

212-01 Buddhism (3) Orzech
GE Core: GPR *GE Marker: GN*

214-01 Non-Western Religions: Chinese Religion (3) Orzech
GE Core: GPR *GE Marker: GN*

217-01 Ecological Revolutions (3) Headington
GE Core: GPR

226-01 Women in Literature (3) F. Arndt
GE Core: GLT

236-01 Fine Arts Seminar (3) Starks
GE Core: GFA *GE Marker: GL*

251-01 Physical Anthropology (3) Sandford
GE Core: GNS *CAR: GLS*

266-01 American Indian Religions (3) Loftin
GE Marker: GN

273-01 General Psychology (3) Williford
GE Core: GSB

274-01 Introduction to Sociology (3) Adams
GE Core: GSB

276-01 Personal Health (3) Armeniox
GE Core: GSB

278-01 Emotional Health (3) Armeniox
GE Core: GSB

279-01 Theories and Paradigms in African American Studies (3) Cauthen
Elective

280-01 Literary Study of the Bible (3) M. Arndt
GE Core: GLT *GE Marker: GL*

289-01 Major Movements in Russian Literature and Culture: Contemporary Film (3) Ahern
GE Core: GLT *GE Marker: GN*

293-01 Race and Social Justice (3) Cauthen
Elective

294-01 Affirmative Action (3) Cauthen
Elective

297-01 Myth and Theory (3) Orzech
Elective

301 Independent Study (3) B. Carpenter

302 Advanced Study (3) B. Carpenter

Retailing and Consumer Studies

(see Consumer, Apparel, and Retail Studies)

Department of Romance Languages

including French, Italian, Portuguese, and Spanish

College of Arts & Sciences

321 McIver Building
336/334-5655
www.uncg.edu/rom

FACULTY

Carmen T. Sotomayor, Associate Professor and Head of Department
Professors Fein, Sears, Smith-Soto
Associate Professors Campo, Chesak, Goode, Grossi
Assistant Professors Derusha, García de las Bayonas, Hontanilla, Suárez
Lecturers, Beal, Bender, Córdoba, Dattalo, Daughton, Dola, Filipski, Giddens, Hill, Horley, Jones-Worden, Levine, McLin, Paradise, Santos, Taylor
Visiting Assistant Professors Hartman, O'Hara

Mission Statement

Romance Languages is one of eighteen departments of the College of Arts and Sciences. Its primary and essential mission is to provide a variety of liberal arts programs in the language, literature, and culture of the four major Romance areas: French, Italian, Portuguese, and Spanish. In addition to offering the Bachelor of Arts and the Master of Arts degrees in French and Spanish, the Department takes seriously its commitment to future teachers of those languages in the public and private schools of North Carolina, as well as community colleges. As an integral part of that mission, the Department participates fully in the Master of Education degree with concentrations in French and Spanish, offered through the Department of Curriculum and Instruction of the School of Education. The Department is committed to excellence in teaching and research, promotes critical inquiry across the disciplines, and suports the professional schools, the intellectual community, and the public.

The Department of Romance Languages offers a variety of programs in language, literature, and culture of four of the major Romance areas: French, Italian, Portuguese, and Spanish. Students may begin the study of any of these at the elementary level or continue it at the intermediate level.

At-risk students may qualify for the **Modified Foreign Language Program in Spanish**. Registration in the program requires written permission from the Department of Romance Languages. Contact the department for further information or read detailed information available at www.uncg.edu/rom.

Intermediate proficiency is expected for further work in French or Spanish. According to the student's interests, he or she may then begin the study of literature, culture, or develop language skills in composition and conversation. Native or near-native speakers must consult with an appropriate departmental advisor before signing up for courses in the Department of Romance Languages. Students cannot receive credit for lower-level courses after taking and receiving credit for higher level ones.

To maintain the high quality of language instruction at UNCG, students declaring a major in either French or Spanish must sit for an oral **competence evaluation** during

the semester in which they first take a 300-level course in their major. This evaluation is part of our ongoing program assessment and in no way affects the academic record of the students. The undergraduate advisor and/or instructor will notify majors with pertinent information at the time of the evaluation.

The Department's goals are three-fold:

1. To provide practical training in understanding, speaking, reading, and writing a foreign language.
2. To promote those values in the liberal arts tradition that derive particularly from the study of language and literature: increased understanding of language itself as structure and process, and the enlightening encounter with cultures and modes of thought different from one's own.
3. To prepare students interested in becoming French and Spanish teachers by providing a range of courses and experiences in their prospective field.

In addition to the Bachelor of Arts degree, the department offers the Master of Arts in Romance Languages with concentrations in French and Spanish. Students interested in a Master's of Education degree in French or Spanish should contact the Department of Curriculum and Instruction in the School of Education.

Special facilities and features include language laboratories, the possibility of study abroad, and French and Spanish honor societies. Achievement in Romance Studies is recognized by means of annual awards to outstanding juniors and seniors.

Language Placement Test

Students with one or more years of high school French or Spanish who wish to continue the study of that same language at UNCG must take the Language Placement Test. Incoming transfer students returning to the study of French or Spanish begun in high school, but not previously pursued at the college level, must also take the Language Placement Test. The test is administered at SOAR orientation sessions during the summer and before the beginning of each semester. The test may also be taken during the year on an individual basis, by appointment, in the Romance Languages Department office. Students should call the department at 336/334-5655 to schedule thier appointment.

Students with one year or more of Italian or Portuguese in high school, or with previous knowledge of these languages, must contact the course instructor or a departmental advisor before registering for courses in these languages.

Notice: Placement test scores will be valid for one year after the test is taken. The test can be taken only twice within a year and with at least a six-month interval between tries. After a student has registered for any of the courses in a language program, he/she cannot take the placement exam again.

Students in need of additional advising or with concerns regarding the placement results are asked to make an appointment with a designated faculty member.

A student who scores at the interview-stage level and is planning to continue in the language at the 300 level, must consult the Director of Undergraduate Study for French or Spanish or other designated faculty member before registering for any other course in the language. The advisor will interview the student in order to determine his or her placement at the 300 level or recommend courses at the intermediate level to reinforce the student's background in the language.

If a student who scores at the interview-stage level does not plan to continue study in the language, the Department of Romance Languages will confirm the student's Language Placement Test scores with Student Academic Services, and the student will be considered as having met the foreign language requirement at UNCG.

French or Spanish Major (FREN or SPAN)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 30 hours at or above the 300 course level

AOS Codes:

French, U159

French, with Special Subject-Area Teacher Licensure (K–12), U161

Spanish, U227

Spanish, with Special Subject-Area Teacher Licensure (K–12), U229

The French and Spanish Majors are designed to ensure a well-rounded preparation in language, literature, and culture. The programs are balanced and comprehensive, yet they allow students the latitude to explore subjects of special interest to them. Specific course and area requirements and electives in language, literature, and culture characterize both programs. The majors in Romance Languages begin at the 300 level.

REQUIREMENTS FOR BOTH MAJORS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	6
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)

four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course

In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course

In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture 3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement

Natural Sciences 3–4
any GLS or GPS course

Social and Behavioral Sciences (GSB) 3
any additional GSB course with a different departmental prefix

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204

Writing Intensive Courses (WI)
a total of four WI courses

IV Residency Hours

Students should note the following regulations regarding residency hours: each student must complete a minimum of 122 semester hours required for graduation, including 31 hours in residency at UNCG, with 12 hours in the major and 9 hours in the minor.

Requirements for the French Major

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours at the 300 level or above, including:

1. Language: 6 s.h. from: 301*, 311, 312, 313, 315, 415, 497, 511
2. Literature and/or Film: 12 s.h. from: 353 (prerequisite to 400- and 500-level literature courses), 453, 454, 498, 507, 553, 554, 555, 556, 557, 558, 561, 562
3. Culture and Civilization: 3 s.h. from 331, 332, 341, 496, 532, 557 (if topic is Paris)
4. Electives: 9 s.h.

**May not be taken for credit by students who have successfully completed FRE 315 or above.*

Students seeking teacher licensure must include Civilization [331 or 332 or 496 or 532 or 557 (if topic is Paris)], Composition (315 or 415 or 497), and Conversation (311 or 312 or 313) in the 30 hours. The Phonetics competency may be met by completing 311.

Literature courses in English translation may not be used for credit toward the major.

French as a Second Major

Required: minimum of 30 semester hours

Students must complete the requirements described above for the French major (30 s.h.)

French as a Second Academic Concentration

Required: minimum of 24 semester hours

The department offers a 24-hour second academic concentration in French that meets requirements for Elementary and Middle Grades Education (School of Education) and certain other University programs in education. Consult with the Undergraduate Major Advisor for French.

All courses must be at the 300 level or above, including:

1. Language: 6 s.h. from 301*, 311*, 312*, 313*, 315*, 415*, 497*, 511
2. Literature and/or Film: 9 s.h. from: 353 (prerequisite to 400- and 500-level literature courses), 453, 454, 498, 507, 553, 554, 555, 556, 557, 558, 561, 562
3. Electives: 9 s.h.

Literature courses in English translation may not be used for credit toward the second academic concentration. No requirement for the concentration can be met by a grade lower than C-.

**301 may not be taken for credit by students who have successfully completed FRE 315 or above; 311 satisfies both the Phonetics competency and the Conversation requirements for licensure; 312 or 313 (or 311, see above) may be taken to satisfy the Conversation requirement for licensure; 315 or 415 or 497 may be taken to satisfy the Composition requirement for licensure.*

Special Subject-Area Teacher Licensure in French

French majors (or second majors) seeking teacher licensure must include Civilization [331 or 332 or 496 or 532 or 557 (if topic is Paris)]. The phonetics (pronunciation) competency is met through 311. Literature courses should be chosen so as to represent a range of periods, movements, and/or genres. Admission to teacher education and student teaching in French requires a minimum GPA of 2.75 overall and in the major. Please see additional teacher licensure requirements discussed in **Teacher Education Programs**.

Requirements for the Minor in French

15–21 semester hours of courses in French above 203, excluding second- and third-year-level culture and literature courses having all instruction, readings, and assignments in English (222, 232, 323).

Requirements for the Spanish Major

No requirement for the major can be met by a grade lower than C-. Minimum 30 semester hours above the 204 level, including:

1. Bridge language course: 301
2. Three (3) literature courses: 351, one 400-level and one 500-level course
3. Two (2) composition courses: 315, 415
4. One conversation course, selected from 311, 312, 313
5. One course in civilization, selected from 332, 334, 532, 534
6. Two (2) elective courses

Spanish as a Second Major

Required: minimum of 30 semester hours

Students must complete the requirements described above for the Spanish major (30 s.h.)

Spanish as a Second Academic Concentration

Required: minimum of 24 semester hours

The department offers a 24-hour second academic concentration in Spanish that meets requirements for Elementary and Middle Grades Education (School of Education) and certain other University programs in education. Consult with the Undergraduate Major Advisor for Spanish.

All courses must be at the 300 level or above, including:

1. Bridge language course: 301
2. Two (2) literature courses: 351, and one 400- or 500-level course
3. One composition course, selected from 315, 415
4. One conversation course, selected from 311, 312, 313
5. One course in civilization, selected from 332, 334, 532, 534
6. Phonetics: 416
7. One elective course

Literature courses in English translation may not be used for credit toward the second academic concentration. No requirement for the concentration can be met by a grade lower than C-.

Special Subject-Area Teacher Licensure in Spanish

Majors or second majors seeking teacher licensure must include Phonetics (416) as one of their electives. Admission to teacher education and student teaching in Spanish requires a minimum GPA of 2.75 overall and in the major. Please see additional teacher licensure requirements discussed in **Teacher Education Programs**.

Requirements for the Minor in Spanish

15–21 semester hours of courses in Spanish above 203, excluding literature courses in English translation.

Electives for Both Majors

Electives sufficient to complete the 122 semester hours required for degree.

Honors in Romance Languages (French; Spanish)

Requirements

12 semester hours of Honors and advanced courses with grades of B or better:

- 6 s.h. in the major (any combination of 500-level courses, contract Honors courses, and/or FRE/SPA 493)
- 3 s.h. of other courses (advanced and contract courses in the major, and/or any Honors courses, whether in the major or not)
- HSS 490 Senior Honors Project* (3 s.h.), done in the major.
  **The proposed project must be approved by the departmental Undergraduate Major Advisor and be supervised by a faculty member in Romance Languages. The Honors Project will also be presented orally to representatives of the Department faculty and to interested University students.*

Qualifications

- A declared Romance Languages Major (French; Spanish)
- At least a 3.30 GPA overall and in the major at graduation

Recognition

The designation "Completed Disciplinary Honors in Romance Languages (French)" or "Completed Disciplinary Honors in Romance Languages (Spanish)" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Dr. Roberto Campo (French) or undergraduate advisor for Spanish for further information and guidance about Honors in Romance Languages.

Accelerated Master's Programs for French and Spanish Majors

Interested students should see **Accelerated Master's Programs for Undergraduates** for details about the B.A. in French or Spanish/M.B.A. program requirements.

Related Courses, Second Majors

Suggested: second foreign language and literature; English or American Literature; Classical Studies; European, Spanish or French, or Spanish American History; International Studies; Linguistics; Music; Art; Social Science; Anthropology; International Business Studies; Religious Studies.

FRENCH COURSES (FRE)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses with all instruction, readings, and assignments in English

222 Explorations in French Literature: English Versions (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL

232 Images of France and the Francophone World (3:3)
GE Marker: GL

323 Albert Camus: English Versions (3:3)
GE Core: GLT *GE Marker: GL*
AULER/CLER: WL/CWL

A full description of these courses will be found in numerical order in the French courses listed below. All remaining courses are taught in French.

Courses for Undergraduates

101, 102 Beginning French (3:3), (3:3)
GE Marker: GL
Pr. 101 prerequisite to 102

Introduction to French with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

203 Intermediate French (3:3)
GE Marker: GL *CAR: GFL*
CLER: CFL
Pr. 102 or equivalent

Review and further study of basic French structures. Emphasis on the active use of language skills: listening, speaking, writing, reading.

204 Intermediate French (3:3)
GE Marker: GL CAR: GFL
CLER: CFL
Pr. FRE 203 or equivalent
- *Students may not receive credit for both FRE 204 and FRE 241.*

Further study of basic French focusing on an introduction to French and Francophone literature. Emphasis on reading, writing, and vocabulary.

222 Explorations in French Literature: English Versions (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL
- *May not be used for credit toward French major.*

The best of French literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

232 Images of France and the Francophone World (3:3)
GE Marker: GL

A study in English of French and Francophone civilizations and cultures and their impact on modern Western culture. Emphasis on understanding present-day issues and evaluating stereotypical images. (FALL)

241 Intermediate French: Culture and Business (3:3)
GE Marker: GL CAR: GFL
CLER: CFL
Pr. FRE 203 or equivalent
- *Students may not receive credit for both FRE 204 and FRE 241.*

Further study of basic French focusing on topics and vocabulary pertaining to the culture and business practices of present-day France. Emphasis on speaking, reading, writing, and grammar.

301 Advanced French (3:3)
Pr. 204 or 241 or equivalent, or departmental permission
- *May not be taken for credit by students who have successfully completed FRE 315 or above.*

An opportunity to increase proficiency in oral and written language skills while extending knowledge of French literature and contemporary French culture. A bridge to advanced work in all areas.

311 French Conversation and Phonetics (3:3)
Pr. 204 or 241 or equivalent, or departmental permission

Training in spoken French and phonetics.

312 French Conversation and Culture (3:3)
GE Marker: GL
Pr. 204 or 241 or equivalent, or departmental permission

Training in spoken French in the context of French culture.

313 Conversation in France (3)
Pr. 204 or 241 or equivalent, or departmental permission

Intensive formal and informal training in French conversation in a living French setting. Offered only as a summer program in France.

315 Advanced Grammar and Composition (3:3)
GE Marker: GL
Pr. 204 or 241 or equivalent, or departmental permission

Study of grammar and idiom. Formal and informal writing.

323 Albert Camus: English Versions (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL
- *May not be used for credit toward French major.*

Reading and discussion of Camus' novels, plays, and essays in English.

331 Culture and Civilization in France (3:3)
Pr. 204 or 241 or equivalent, or departmental permission

Offered only as a summer program in France. Special emphasis on a region of France and on Paris.

332 Introduction to French Civilization and Culture (3:3)
Pr. 204 or 241 or equivalent, or departmental permission

An introduction to French civilization and culture with a primary focus on modern institutions of the Fifth Republic.

341 Business French (3:3)
GE Marker: GL
Pr. 204 or 241 or equivalent, or departmental permission

French used in various types of business, with practice in writing and speaking. Readings on economic aspects of the French-speaking world.

353 Survey of French Literature (3:3)
GE Core: GLT
Pr. 204 or 241 or equivalent, or departmental permission

French literature from Middle Ages through the twentieth century.

415 Advanced French Composition (3:3)
Pr. 315 or departmental permission

Review of grammar and practice in informal and formal writing skills. Emphasis on the explication de texte and the dissertation littéraires.

453 Topics in French Literature: Ancien Régime (3:3)
Pr. 353 or departmental permission
- *May be repeated for credit when topic varies.*

Advanced studies in French literature of the Middle Ages and Renaissance, or of the seventeenth and early eighteenth centuries.

454 Topics in Modern French Literature (3:3)
Pr. 353 or departmental permission
- *May be repeated for credit when topic varies.*

Advanced studies in French literature of the late eighteenth and nineteenth centuries, or of the twentieth century.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

496 Directed Study in French and Francophone Civilization and Culture (3:3)
Pr. departmental permission required.

Directed study and research in French and Francophone civilization and culture.

497 Directed Study in French Language (3:3)
Pr. departmental permission required.

Directed study and research in French language.

498 Directed Study in French and Francophone Literature (3:3)
Pr. departmental permission required.

Directed study and research in French and Francophone literature.

Courses for Advanced Undergraduates & Graduate Students

507 Teaching French through French Literature (3:3)
Pr. 353 or departmental permission
- *For upper-level majors and graduate students who plan to teach French.*

Strategies for teaching the French language through its literature. All major genres represented.

511 The Theory and Practice of French Translation (3:3)
Pr. 315 or permission of instructor
An exploration of the theory and practice of translation from and into French.

532 French Civilization (3:3)
Pr. 332, 353, or 496, or permission of instructor
Study of the vast heritage of French civilization. Discovery of the historical, geographical, sociological, political, cultural, and artistic life of France and the Francophone world.

553 Topics in French Literary Movements (3:3)
Pr. 353 or departmental permission
• *May be repeated for credit when topic varies.*
In-depth study of a major literary trend: mannerism, classicism, realism, naturalism, and others.

554 Topics in French Fiction (3:3)
Pr. 353 or departmental permission
• *May be repeated for credit when topic varies.*
Studies in prose fiction—roman, conte, nouvelle, etc.—through a variety of critical and historical approaches, each topic focusing on one such approach.

555 Topics in French Poetry (3:3)
Pr. 353 or departmental permission
• *May be repeated for credit when topic varies.*
Studies in French poetry through a variety of critical and historical approaches.

556 Topics in French Theatre (3:3)
Pr. 353 or departmental permission
• *May be repeated for credit when topic varies.*
Studies in French theatre through a variety of critical and historical approaches.

557 Advanced Topics in French Literature (3:3)
Pr. 353 or departmental permission
• *May be repeated for credit when topic varies.*
Nontraditional perspectives on literature in the French language: thematic topics, and others.

558 Topics in Francophone Literature (3:3)
Pr. 353 or departmental permission
• *May be repeated for credit when topic varies.*
Studies in Francophone literature through a variety of aspects or genres, each topic focusing on one such aspect or genre.

561 The Auteur Director (3:2:3)
Pr. BCN 171 or departmental permission
• *May be repeated for credit when topic varies.*
Works of an individual film director. Subject differs from offering to offering. (Same as ITA 561 and SPA 561)

562 Studies in Film Genre (3:2:3)
Pr. BCN 171 or departmental permission
• *May be repeated for credit when topic varies.*
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as ITA 562 and SPA 562)

ITALIAN COURSES (ITA)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

101, 102 Beginning Italian (3:3), (3:3)
GE Marker: GL
Pr. 101 prerequisite to 102
Introduction to Italian with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory.

203, 204 Intermediate Italian (3:3), (3:3)
GE Marker: GL *CAR: GFL*
CLER: CFL
Pr. 102 or equivalent; 203 prerequisite to 204
Review and further study of Italian, followed by reading of contemporary authors.

222 Italian Masterpieces in English Translation (3:3)
AULER/CLER: WL/CWL
Best of Italian literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

313 Conversation in Italy (3:3)
Pr. 204 or equivalent
An intensive conversation course oriented towards life in modern Italy and emphasizing the language of the media, the public domain and contemporary culture. Offered in UNCG Summer Program in Italy.

Courses for Advanced Undergraduates & Graduate Students

517 The Auteur Director (3:2:3)
Pr. BCN 171 or departmental permission
• *May be repeated for credit when the topic varies.*
Works of an individual film director. Subject differs from offering to offering. (Same as FRE 561, SPA 561)

518 Studies in Film Genre (3:2:3)
Pr. BCN 171 or departmental permission
• *May be repeated for credit when the topic varies.*
Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as FRE 562, SPA 562)

PORTUGUESE COURSES (POR)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

101, 102 Beginning Portuguese (3:3) (3:3)
GE Marker: GL
Pr. for 102: 101 or departmental permission
Introduction to Portuguese with practice in listening, speaking, writing, and reading skills, and introduction to Portuguese, Brazilian, and Lusophone cultures.

203, 204 Intermediate Portuguese (3:3) (3:3)
GE Marker: GL CAR: GFL
Pr. for 203: 102 or equivalent
Pr. for 204: 203

Review and further study of basic Portuguese structures with emphasis on active use of language skills: listening, speaking, writing, and reading. Further study of Portuguese, Brazilian, and Lusophone cultures.

233 Topics in Brazilian Culture and Civilization (3:3)
GE Marker: GN
- *May be repeated when topic varies.*
- *Taught in English*

Cultural, political, and social developments in Brazil. Focus will vary, with course topics relating to different aspects of Luso-Brazilian culture.

SPANISH COURSES (SPA)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses with all instruction, readings, and assignments in English

222 Hispanic Masterpieces in English Translation (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL

233 Hispanic Cultures and Civilizations (3:3)
GE Marker: GL

Full descriptions of these courses will be found in numerical order in the Spanish courses listed below. All remaining courses are taught in Spanish.

Courses for Undergraduates

100 Spanish for Health Care (3:3)
GE Marker: GL
- *Grade: Pass/Not Pass (P/NP)*

Provides students with basic knowledge of Spanish vocabulary and language structures necessary to communicate with clients in health care settings. Emphasis will be on oral-aural skills.

101, 102 Beginning Spanish (3:3), (3:3)
GE Marker: GL
Pr. 101 prerequisite to 102

Introduction to Spanish with practice in listening, speaking, writing, and reading. Supplementary instruction in the language laboratory.

203, 204 Intermediate Spanish (3:3), (3:3)
GE Marker: GL CAR: GFL
CLER: CFL
Pr. 102 or equivalent; 203 prerequisite to 204

Review and further study of basic Spanish structures with emphasis on active use of language skills: listening, speaking, writing, reading.

222 Hispanic Masterpieces in English Translation (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL

Best of Spanish and Spanish-American literature read and discussed in English. Topics vary, each taking a broad perspective on an important theme, genre, or period.

233 Hispanic Cultures and Civilizations (3:3)
GE Marker: GL
- *May be repeated when topic varies.*

Cultural, political, and social developments in the Hispanic world. Focus will vary, with course topics relating to Spain, Latin America, U.S. groups, or all three.

301 Advanced Spanish (3:3)
GE Marker: GL
Pr. 204 or equivalent, or departmental permission

An opportunity to increase proficiency in oral and written language skills while extending knowledge of Hispanic culture. A bridge course required for advanced work in all areas. (FALL & SPRING)

311 Spanish Conversation (3:3)
GE Marker: GL
Pr. 301 or departmental permission

Intensive and methodical training in spoken Spanish.

312 Spanish Conversation (3:3)
GE Marker: GL
Pr. 311 or departmental permission

Further intensive and methodical training in spoken Spanish.

313 Conversation in a Spanish-Speaking Country (3)
Pr. 204 or departmental permission

Intensive formal and informal training in Spanish conversation in a Spanish or Latin American setting. Offered only in UNCG Program Abroad.

314 Spain Today (3)
Pr. 204 or departmental permission

An intensive, one month grammar review and practical orientation course for students participating in the UNCG Study Abroad Program in Spain, emphasizing contact with people in public places, exposure to media, and visits to principal cultural centers.

315 Intermediate Spanish Composition (3:3)
GE Marker: GL
Pr. 301 or departmental permission

Intensive study of grammar and idiom. Formal and informal writing.

332 Introduction to Spanish Culture (3:3)
GE Marker: GL
Pr. 301 or departmental permission

Introduction to the culture of Spain. Selected readings on the culture by noted Spanish authors, films, slides with classroom discussions.

334 Introduction to Spanish American Culture (3:3)
GE Marker: GL
Pr. 301 or departmental permission.

Introduction to the culture of Spanish America. Selected writings by noted Spanish American authors, films, slides with classroom discussion.

341 Business Spanish (3:3)
GE Marker: GL
Pr. 204 or equivalent

Spanish used in the Hispanic business world, with practice in speaking and writing. Readings on economic aspects of Spanish speaking countries.

351 Approaches to Hispanic Literature (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL
Pr. 301 or departmental permission

Reading of representative Hispanic texts, by genres. Attention will be given to basic vocabulary, concepts and techniques of literary analysis. (FALL & SPRING)

401 Special Topics in Language and Literature (3:3)
Pr. 315 and 351 and departmental permission
• *May be repeated for credit when topic varies.*

Directed study and research in language and literary topics of special interest to the locale of the UNCG Study Abroad Program in a Spanish-speaking country.

402 Spanish Literature I (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL
Pr. 315 and 351 or departmental permission

Reading of representative texts from the beginning of Spanish Literature to the year 1800 with attention to techniques of analysis as well as cultural and historical background.

403 Spanish Literature II (3:3)
GE Core: GLT GE Marker: GL
AULER/CLER: WL/CWL
Pr. 315 and 351 or departmental permission

Spanish Literature from the 1800s through the present. Special attention to cultural and historical background and literary techniques of analysis.

404 Spanish American Literature I (3:3)
GE Core: GLT GE Marker: GN
AULER/CLER: WL/CWL
Pr. 315 and 351 or departmental permission

Survey of Spanish American literature, from the beginnings through the late 1800s, with attention to techniques of literary analysis.

405 Spanish American Literature II (3:3)
GE Core: GLT GE Marker: GN
AULER/CLER: WL/CWL
Pr. 315 and 351 or departmental permission

Second half of a survey of Spanish American literature, from the late 1800s through the present day, with attention to techniques of literary analysis.

415 Advanced Written and Spoken Spanish (3:3)
GE Marker: GL
Pr. 311 and 315 or equivalent

Intensive practice in the written and spoken language, focusing on refinements in structure, vocabulary development, informal conversation, and formal writing styles.

416 Spanish Phonetics (3:3)
Pr. 311 or 312 or 313, or departmental permission

Spanish phonetics and intonation. Students learn to read and write symbols for sounds and inflections of Spanish and study mechanics of production of these sounds, accompanied by intensive drill in pronunciation and intonation.

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
• *May be repeated for credit if the topic of study changes.*

497 Directed Study in Spanish Language (3:3)
Pr. departmental permission required.

Directed study and research in Spanish language.

498 Directed Study in Hispanic Literature (3:3)
Pr. departmental permission required.

Directed study and research in literary topics.

499 Internship in Spanish (3:2:3)
Pr. 15 s.h. of Spanish above the 204 level, 3.0 GPA, written permission of instructor

Field experience for upper-level Spanish students in jobs requiring interaction/active language use with native speakers. Biweekly classes and academic supervision by Faculty Coordinator; field direction by job supervisor.

Courses for Advanced Undergraduates & Graduate Students

502 Topics in Spanish Literature (3:3)
Pr. one 400-level course in Hispanic literature or departmental permission
• *May be repeated for credit when topic varies.*

In-depth studies, through a variety of critical and historical approaches, based on themes, geographical areas, outstanding figures, genres, or periods.

504 Topics in Spanish American Literature (3:3)
Pr. one 400-level course in Hispanic literature or departmental permission
• *May be repeated for credit when topic varies.*

In-depth studies, through a variety of critical and historical approaches, based on geographical areas, outstanding figures, genres, or periods.

516 Introduction to Spanish Syntax (3:3)
Pr. 415 or departmental permission

Introduction to Spanish syntax. Analysis of Spanish grammar; syntactic categories and phrase structure.

532 Spanish Civilization (3:3)
Pr. one 400-level course in Hispanic literature or departmental permission

Development of Spanish culture. Historical and geographical background for study of contemporary Spain. Special emphasis on customs, national traits, arts, and institutions.

534 Spanish-American Civilization (3:3)
Pr. one 400-level course in Hispanic literature or departmental permission

Development of Spanish-American culture.

561 The Auteur Director (3:2:3)
Pr. BCN 171 or departmental permission
• *May be repeated for credit when the topic varies.*

Works of an individual film director. Subject differs from offering to offering. (Same as FRE 561, ITA 561)

562 Studies in Film Genre (3:2:3)
Pr. BCN 171 or departmental permission
• *May be repeated for credit when the topic varies.*

Technical, dramatic, social, and rhetorical dimensions of a film genre or genres. Subject differs from offering to offering. (Same as FRE 562, ITA 562)

Please refer to The Graduate School Bulletin *for additional graduate-level French, Italian, and Spanish courses.*

Russian

(see German, Russian, Japanese)

Department of Social Work

School of Human Environmental Sciences

451 Graham Building
336/334-5147
www.uncg.edu/swk

Faculty

John Rife, Professor and Chair of Department
Professor Wineburg
Associate Professors Claes, Dennison, Hurd, Lindsey
Assistant Professors Bacallao, Coakley, Taylor
Academic Professional Associate Professor Moore
Academic Professional Assistant Professor Edwards
Senior Research Scientist Bailey
Research Scientist Martinez

Mission Statement

Our mission is to use our Departmental expertise to improve the lives of people throughout the world. We accomplish our mission in three ways:

- *By educating social workers to have the highest level of skills*
- *By providing leadership and expertise to the pubic which significantly improves the interaction of people and society*
- *By conducting change-oriented research to promote social and economic justice to ensure the well-being of all people*

We are passionately committed to encouraging students' personal and professional growth, to appreciating diversity, to using a global perspective to view and world, and preparing students to be highly regarded social workers.

Social Work Major (SOWK)

Degree: Bachelor of Social Work

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Social Work, U894

School Social Work with Special Subject-Area Teacher Licensure, U895

The purpose of the Social Work major is to prepare students for entry level generalist practice in social work. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

Accreditation

The program is accredited by the Council on Social Work Education for an eight-year period ending in June 2005.

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission to the major is based upon:

1. Satisfactory completion of SWK 215 with a grade of C or higher
2. A minimum University GPA of 2.30
3. Completion of a minimum of 51 s.h.
4. Completion and submission of the B.S.W. Application Packet by May 1 of the year in which the student is seeking admission

Admission is competitive and limited. Decisions concerning admission are announced by June 1 and are effective with the beginning of the fall semester.

Admission to Field Instruction

1. Prior admission to the Social Work Major
2. Completion of the following courses or their equivalent: BIO 105, ECO 101, HDF 212, PSC 100, PSY 121, STA 108, SOC 101, and completion of the Department's culture and diversity requirement.
3. Completion of 84 s.h. with a 2.30 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 315, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction

General Information

Admission to the University does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the practice sequence are individually responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance. Malpractice insurance information is available in the departmental office.

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351) must reapply for admission to the social work program. The Director of the Bachelor of Social Work program in consultation with the student and faculty will decide what social work courses, if any, must be repeated prior to reapplying for admission to field instruction.

Students who enter field instruction and fail to successfully complete it must reapply for admission to field instruction within two years of completion of all Bachelor of Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351). If more than two years elapse, the student must reapply for admission to the social work program. Students who have previously entered field instruction and have not successfully completed it may only reapply once for readmission.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Mathematics (GMT)	3
required: STA 108	
Natural Sciences (GNS)	6–7
required: BIO 105 and 105L, and one other GNS course	
Social & Behavioral Sciences (GSB)	6
required: ECO 101 and SWK 311	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

1. Admission to Field Instruction. SWK 215, 310, 311*, 315, 325, 351.
2. Practice sequence. SWK 411, 412, 413, 414, 415, and 416.
3. Six s.h. in social work at the 500 level

IV Related Area Requirements

1. BIO 105* & 105L*; ECO 101*; HDF 212; PSC 100; PSY 121; SOC 101; STA 108*
2. Culture and Diversity Requirement: all students must establish elementary competence in culture and human diversity. To do so, a student may establish foreign language proficiency at the elementary level (0–6 s.h.) or complete six hours in course work from the following list: AFS 201, 210; ATY 330; ENG 331, 374, 376; HIS 301, 302, 328, 329; PSC 335, 336; REL 111, 131, 325; SES 135, 335; SOC 227, 329; WGS 250.

**BIO 105 and 105L satisfy one GNS requirement; ECO 101 and SWK 311 satisfy GSB requirement; STA 108 satisfies GMT requirement.*

V Electives

Electives sufficient to complete the 122 semester hours required for the degree.

Social Work Major with Special Subject-Area Licensure in School Social Work

Students intending to become licensed for school social work by the Department of Public Instruction need to complete the licensure program which has been developed with the School of Education (see **Teacher Education Programs**).

In addition to completing the requirements for the social work major, the student must be admitted to the Teacher Education Program and successfully complete the following courses: ELC 381 and SWK 582. The field instruction (SWK 413 and 414) must be taken in a school social work setting. Licensure for school social work is granted by the North Carolina Department of Public Instruction. Students interested in School Social Work Licensure should contact the advisor for School Social Work Licensure in the Department of Social Work.

Social Work Minor

Required: minimum of 15 semester hours

The Social Work minor requires 15 semester hours of Social Work courses to include: SWK 215, 310, 311, 315, and one 500-level course in social work.

SOCIAL WORK COURSES (SWK)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

215 Introduction to Social Work (3:3)

Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required. (FALL & SPRING)

250 Introduction to Social Work Data Analysis (3:3)
Pr. SWK 215

Designed to introduce students to the application of basic statistics and data analysis encountered in social work practice. Topics include elementary descriptive and inferential procedures. (SPRING)

310 Social Policy and Services (4:3:3)
Pr. 215 or permission of instructor

Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (FALL)

311 Human Behavior and Social Environment (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
Pr. 215 or permission of instructor

Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (FALL)

315 Social Work, Diversity, and Vulnerable Populations (3:3)
Pr. 215, 310, 311; major or minor in Social Work
Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures. (Spring)

325 Research in Social Work Practice (3:3)
Pr. 215, 310, 311, and STA 108 or SOC 302, and admission to major
Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions and creation of new social work knowledge. (Spring)

351 Professional Skills (3:3:1)
Pr. 215, 310, 311, and admission to major
Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (Spring)

411 Social Work Methods I (3:3)
Pr. admission to practice sequence
Coreq. must be taken concurrently with SWK 413 and 415.
- *Majors only.*

Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (Fall)

412 Social Work Methods II (3:3)
Pr. 411
Coreq. must be taken concurrently with SWK 414 and 416.
- *Majors only.*

Focus on development of social work practice skills emphasizing delivery of social services. (Spring)

413 Field Instruction I (5:0:16)
Pr. admission to the Department, completion of 215, 310, 311, 315, 325 and 351, and admission to field instruction
Coreq. 411 and 415
Educationally directed learning experienced by performing a range of activities related to entry level practice. (Fall)

414 Field Instruction II (5:0:16)
Pr. 411, 413 and 415
Coreq 412 and 416
Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (Spring)

415 Field Instruction Seminar I (1:1)
Pr. admission to the practice sequence
Coreq. must be taken concurrently with SWK 411 and 413.
Critical review and analysis of application of social work theory in practice setting. (Fall)

416 Field Instruction Seminar II (1:1)
Pr. 415
Coreq. must be taken concurrently with SWK 412 and 414.
Continues critical review and analysis of social work theory in practice setting. (Spring)

451 Special Problems in Social Work (1–3)
Pr. requires written plan, permission of sponsoring instructor, and approval of department head.
- *May be repeated for credit when topics vary.*

Intensive independent study of specialized topics. (Fall & Spring)

491 Family-Centered Interdisciplinary Practice: System of Care (3:3)
Pr. permission of instructor
System of care core values/principles infuse service planning/delivery. Students develop competencies in family-centerdness, client partnerships; community services; cultural competency; interagency collaboration. Placement with families included. (Spring) (Same as HDF 491, HEA 491, RPM 491, PSY 491)

Courses for Advanced Undergraduates & Graduate Students

Undergraduate social work majors may not enroll in a 500-level social work course unless they have completed at least 84 s.h. including SWK 215, 310, 311, 315, 325, and 351; or have received special permission of the instructor. Undergraduate social work minors must also have completed a minimum of 84 s.h. including SWK 215, 310, and 311; or receive permission of the instructor to take a 500-level social work course.

510 Selected Topics in Social Work (1–3)
Pr. permission of instructor
- *May be repeated for credit when topic varies.*

Opportunity for students to study in depth topic of special interest.

520 Methods and Practice of Family and Marital Therapy (3:3)
Pr. 6 s.h. of marital and family theory plus permission of instructor
Systems/communications approach to marital and family therapy. Students develop ability to apply concepts to understand and intervene in family systems. Related therapeutic concepts and techniques also discussed.

522 Comparative Study of Cross-cultural Social Work Practice (3:3)
GE Marker: GL
Pr. for Undergraduates: 215, 310, 311, 315, 325, 351;
for Graduate students: 501, 502, 503, 504, 511, 514, 515, 516, 560; or permission of instructor.
- *May be repeated for credit when topic varies.*

Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. (Summer)

527 Human Services for Immigrants and Refugees (3:3)
Pr. completion of 351 or permission of the instructor
A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants. (Fall)

530 Social Agency Program Development (3:3)
Pr. permission of instructor
Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

550 Social Services in Health Care (3:3)
Pr. permission of instructor
Examination of social services in health care settings. Emphasis on organizational context, interdisciplinary cooperation, and skill required for work in primary care setting.

551 Special Problems in Social Work (1–3)
Pr. requires written plan, permission of sponsoring instructor, and approval of department head.
Intensive, independent study of specialized topics.

554 Social Work with People Who are Mentally Ill (3:3)
Pr. completion of 351 or permission of the instructor
This course will provide knowledge and skills necessary for practicing effective social work with people who are mentally ill and their families. (FALL & SPRING)

555 Substance Abuse and Social Work Practice (3:3)
Pr. completion of 351 or permission of the instructor
Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught. (SPRING)

570 Social Services for the Aging (3:3)
Pr. permission of instructor
Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

582 School Social Work (3)
Pr. permission of instructor
Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

584 Social Services for Children (3:3)
Pr. permission of instructor
Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

585 Social Work with Families in Crisis (3:3)
Pr. 310, 311, 312 and 351; or HDF 212 and HDF 410; or permission of instructor.
Social work practice with families in crisis, with a focus on problems currently faced by families and strategies to help them.

Please refer to The Graduate School Bulletin *for additional graduate-level courses; including 500- and 600-level courses restricted to those students admitted to the Master in Social Work program.*

Department of Sociology

College of Arts & Sciences

337 Graham Building
336/334-5295
www.uncg.edu/soc

FACULTY
Steve Kroll-Smith, Professor and Head of Department
Professors Adams, Markham
Associate Professors Allan, J. Brown, Cureton, Luebke, Westervelt
Assistant Professors Ahmad, S. Brown, Fuller, Hunnicutt, Mitchell

Mission Statement

The Department of Sociology supports the missions of the College of Arts and Sciences and the University in three areas: education, research and service. The Department fosters a community of sociologists, mentors students of sociology at the undergraduate and graduate levels, and provides general education for students throughout the University. Sociological knowledge helps students to understand how social structures and processes shape social life and how sociological analysis and empirical research are used as tools of understanding. The Department also encourages the research and professional development of faculty, contributes knowledge to the community of scholars and to the larger society, and provides service to the discipline, College, University, and extramural communities.

The undergraduate program in sociology is planned primarily as a part of a liberal arts education. The objective is to provide the student with an analytic and systematic approach to the understanding of social relations. The major provides a foundation for a variety of occupations and for advanced study.

Graduate study leading to the Master of Arts degree with a major in sociology is also available. Courses in this program are offered during the regular academic year. For details, see *The Graduate School Bulletin.*

Sociology Major (SOCI)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Sociology, U221
Criminology, U222
Social Problems in a Global Society, U224
Sociology, with Teacher Licensure in Social Studies, U223

The Sociology major provides students with an understanding of the fundamental processes of social interaction that underlie all social organization and change. Beyond book and library study, students are required to develop skills in computer analysis and in survey and field research. Students may a) major in sociology, b) major in sociology with a concentration in criminology, c) major in sociology with a concentration in social problems in a global society, d) complete the social studies licensure for secondary teachers with a major in sociology, e) major in both sociology and another field, or f) minor in sociology. Requirements for these six options are described separately below.

Student Learning Goals

Sociology majors at UNCG will be expected to:

- Define and apply basic sociological concepts used in micro and macro sociological theory
- Explain the difference between personal opinion and theoretical insight based on research and between structural and individualistic explanations of human action
- Know how to formulate research hypotheses, collect, and do basic analysis of data
- Evaluate the appropriateness of various theories and research methods for answering different types of empirical questions
- Explain the differences among and the uses of different types of sociological research methods
- Be able to recognize and respond appropriately to the ethical issues involved in studying human subjects and organizations

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
One additional GLT course *(student may select)*	3
Social and Behavioral Sciences (GSB)	6
required: SOC 101 and one other GSB course	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture	3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	
Natural Sciences	3–4
any GLS or GPS course	
Social and Behavioral Sciences (GSB)	3
any additional GSB course with a different departmental prefix	
Foreign Language (GFL)	0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204	
Writing Intensive Courses (WI)	
a total of four WI courses	

IV Major Requirements for Sociology, Social Problems in a Global Society, and Criminology Concentrations

All sociology majors must complete a minimum of 30 semester hours in sociology with at least a 2.0 GPA in the major. All sociology majors must complete: SOC 101, 301, 302, 490

Additional Requirements for General Sociology Major without Concentration

three courses from: SOC 341, 342, 344, 345, 346
three additional sociology courses

Additional Requirements for Social Problems in a Global Society Concentration

SOC 202, 344, 345
three additional courses from: SOC 223, 261, 300, 326, 328, 330, 346, 370, 371

Additional Requirements for Criminology Concentration

SOC 324
two courses from: SOC 341, 342, 344, 345, 346
three additional courses from: SOC 222, 223, 250, 317, 325, 332, 413, 420, 425

V Related Area Requirements

See the Sociology Department's Director of Undergraduate Studies for recommended cognate courses.

VI Electives

Electives sufficient to complete the 122 semester hours required for degree.

Sociology as a Second Academic Concentration for Elementary Education Majors

Required: minimum of 18 semester hours

1. SOC 101 and 201 (6 s.h.)
2. Four courses (12 s.h.) at the 300 level or above from 326, 335, 341, 346, 362, 365, 370, 371, 420

Sociology Minor

15 semester hours in sociology.

Teacher Licensure in Social Studies

Required: minimum of 36 semester hours in social studies beyond the requirements for the Sociology major

Please see **Teacher Education Programs** for more details.

Social Studies Requirements

See pp. 328–329 for list of approved courses to be taken in each of the following disciplines: anthropology, economics, geography, history, and political science.

Teacher Licensure Requirements

1. General Education requirements as identified within each major
2. HEA 201 Personal Health
3. ELC 381 The Institution of Education
4. CUI 450 Psychological Foundations of Education
5. CUI 470 Reading Education
6. CUI 545 Diverse Learners
7. Student Teaching
8. For 9–12 subject area licensure, students must take the appropriate Teaching Practices and Curriculum Course (CUI 551, 552, 553, 557, or 559) and CUI 465 Student Teaching and Seminar.

Electives

Electives sufficient to complete the 122 semester hours required for degree.

SOCIOLOGY COURSES (SOC)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Please note that not all courses are offered every year, but required courses are offered at least once a year.

Courses For Undergraduates

101 Introduction to Sociology (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Scientific study of social behavior including factors involved in functioning and development of human society such as culture, identity, social organization, institutions, stratification, social process, and social change. (FALL & SPRING)

201 Social Problems (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Analysis of contemporary social problems from a sociological perspective.

202 Social Problems in Global Context (3:3)
GE Core: GSB *GE Marker: GL*

This course examines causes of and responses to critical social problems in different world regions with a focus on the dimensions and impacts of globalization. (FALL & SPRING)

222 Sociology of Deviant Behavior (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Sociological contributions to analysis and treatment of contemporary forms of deviant behavior. Relationship of deviant behavior to social change. (FALL & SPRING)

223 Global Deviance (3:3)
GE Marker: GL

Explores and examines contemporary meaning and forms of deviant behavior using cross cultural and international perspectives.

227 Race and Ethnic Relations (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

Interaction between peoples of differing racial, ethnic, and cultural backgrounds, with comparison of American relationships to those in other parts of the world.

229 Sociological Perspectives on Gender (3:3)

Inquiry into status of women in society with emphasis on socialization, structural and institutional relationships, and continuities and discontinuities in women's roles across the life cycle.

230 Sociology of Friendship (3:3)

A sociological perspective on friendship. Topics include definition of friendship, history of friendship, research, results of surveys and ethographies, friendship processes and structure, and friendship in context.

240 Masks and Meanings: An Introduction to Cultural Sociology (3:3)

An introduction to the sociological study of culture, cultural products and practices, relationships between culture and postmodern society, and the roles symbolic boundaries play in the politics of modern life.

250 Juvenile Delinquency (3:3)
Pr. 222

Course assesses the nature and extent of juvenile participation in unconventional behavior and identification with norms and values promoting delinquency.

261 Health and Society (3:3)

Analysis of socio-cultural aspects of health and illness. Consideration given to definitions of health, social distribution of illness, formal and informal organization of health professions and institutions, national health care systems.

300 Post Soviet Societies (3:3)
GE Marker: GN
AULER/CLER: NW/CNW

Examination of major social institutions and social problems. Emphasis on assessing impact of ideology, modernization, and traditional cultural values on the evolution of the societies which formerly comprised the USSR. Particular emphasis on Russian society.

301 Introduction to Methods and Research (3:3)
Pr. 101 and one additional sociology course; or permission of instructor
- *SOC majors only.*

Topics include the function of theory in research, concept formation, study design, data collection, and analysis strategies. (FALL & SPRING)

302 Introduction to Data Analysis (3:2:1)
Pr. 101 and one additional sociology course
- *SOC majors only, except by permission of instructor.*

Application of statistical concepts and procedures to sociological inquiry. Topics include elementary descriptive and inferential procedures and use of computers in data analysis. (FALL & SPRING)

317 Criminal Justice (3:3)

Adjudication of criminal defendants from arrest through appellate process. Special attention given to current issues in administration of justice, e.g., the death penalty, plea bargaining, alternatives to incarceration.

324 Criminology (3:3)

Consideration of legal aspects of crime, its causation, patterns of criminal behavior, and victimization. Attention given to selected current issues in detection, apprehension, and adjudication of criminal offenders. (FALL & SPRING)

325 Sociology of Work Organizations (3:3)

Pr. 101 or 201, or permission of instructor

Analysis of relationships of individuals to work organizations and the relationships between individuals in organizations. Special attention to breakdowns in organizational functioning, satisfactions and dissatisfactions of individuals in work organizations, informal relationships and power within organizations, unionization and organizational conflict, and implications of increasing bureaucratization for citizens and society.

326 The Community (3:3)

Pr. 101 or 201, or permission of instructor

Recent changes and current structure of communities, with special attention to urbanization, bureaucratization, industrialization, social class systems, land use, inter-organizational relationships, urban life styles, and community power.

328 Social Movements and Revolutions (3:3)

Systematic study of such forms of collective social behavior as social movements and revolutions with a strong international and comparative focus.

330 Urban Society (3:3)

Analysis of emergence of urban society including formation and growth of urban centers and problems associated with ecological, social, and cultural differentiation within urban settlements.

332 Law and Society (3:3)

- *Freshmen must have permission of instructor to register for this course.*

Examines law as a social process that differs from case to case according to the social characteristics of the parties involved. Criminal and civil law are discussed.

335 Marriage and the Family (3:3)

Analysis of marriage and family with particular attention to change and interrelationships with other institutions.

341 Sociological Perspectives on Social Psychology (3:3)

Pr. 101 and two additional sociology courses or permission of instructor

- *May not be taken for credit if student has had SOC 571.*

Conceptual frameworks of social psychology for selected topics: theories of social psychology, socialization, social perception, acquisition of self, gender, race and ethnicity, social interaction, and attitude and behavior change.

342 Social Inequality (3:3)

Pr. 101 and two additional sociology courses or permission of instructor

Examination of social stratification systems and theories, economic prestige, power inequalities, social mobility, and class consciousness.

344 Global Society (3:3)

GE Marker: GL

Pr. 101 and two additional sociology courses or permission of instructor

Examines the interdependent development of formal organizations, communities, and societies as large scale social systems. Special attention is given to inter-societal relationships and the world system. Application to contemporary social issues is stressed.

345 Social Change (3:3)

Pr. 101 and two additional sociology courses or permission of instructor

Examination of nature, process, and consequences of social change with consideration of its control in all types of societies.

346 Population Problems (3:3)

Pr. 101 and two additional courses in sociology or permission of instructor

Sociological study of basic population processes of fertility, migration, and mortality, including examination of problems associated with changing population size, composition, and distribution. (New course number effective fall 03; formerly SOC 339)

354 Women, Work, and Management (3:3)

Pr. junior standing, SOC 101 or MGT 200 or permission of instructor

Examination of women's participation in the U.S. labor force and work organizations with special attention to issues for women in management.

362 Sociological Perspectives on Education (3:3)

Pr. 101 or permission of instructor

Introduction to sociological theories and research about how social forces influence schools, inequality and conflict in schools, how schools confer status on people, and how schools are organized and changed.

364 African American Social Thought (3:3)

Pr. SOC 101

An introduction to perspectives advanced by black scholars concerning black power and pride, stratification, social order, culture, intraracial socialization, interaction, mate selection, and consequences of skin-tone variance. (Same as AFS 364)

365 Public Opinion and Mass Communication (3:3)

Pr. one course in sociology or permission of instructor

The structure and functioning of the mass media with special attention to societal and individual effects. Examination of public opinion formation and its consequences and also selected policy issues.

366 Sociology of Religion (3:3)

Sociological study in field of religion with emphasis on modern society and relation of religion to other institutions and functions of religious roles.

370 Environmental Sociology (3:3)

Pr. 101

Introduction to major sociological theories, perspectives and research useful for understanding environmental issues and environmentalism. Primary focus on the U.S., with some attention to Europe and developing countries.

371 Immigration, Ethnicity, and Race in a Global Context (3:3)

Pr. 101, 201, or 202 or permission of instructor

Examination of ethnic and racial relations and conflicts, especially in societies outside of the U.S. Special attention to the causes of international migration and its consequences for racial and ethnic relations.

380 Memory, Self, and Society (3:3)

Examines the importance of memory to personal, institutional, and national identities. Particular emphasis is placed on memory as a cultural narrative fashioned in historical, social, and political contexts.

390 African American Perspectives on Crime (3:3)
Pr. SOC 222 or 324

An introduction to perspectives in criminology that focus on African American participation in crime and the significance of race for legal sanctioning. (Same as AFS 390)

420 Family Violence (3:3)
Pr. junior standing or permission of instructor

Examines the forms, causes, incidence, and prevention of violence within the family and other intimate relationships.

425 Contemporary Gangs in America (3:3)
Pr. 250

Examines the nature and extent of gang membership in America: activities of cliques, near groups, cultural gangs, and established gangs.

490 The Development of Sociological Theory (3:3)
Pr. 101, 301, 302, and two of 341, 342, 344 and 345, or permission of instructor
- *Sociology majors only except by permission of instructor.*

Emergence of sociological theory from social philosophy and the place of sociological theory in development of social science. (FALL & SPRING)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

495 Senior Seminar: Contemporary Works in Sociology (3:3)
Pr. senior major

Critical review of significant recent books representing various fields in sociology.

497, 498 Special Problems in Sociology (2–3), (2–3)
Pr. permission of faculty member with whom student wishes to work

Opportunity for students to have directed instruction on problems of special interest.

499 Internship in Sociology (3–6:2:8–20)
Pr. junior or senior standing; Sociology as primary major; minimum 2.80 GPA; 2 letters of recommendation (at least one must be from the Sociology faculty).
- *Must preregister for course during the November registration period for spring semester.*
- *Preference given to seniors.*

Students will complete at least 120 internship hours with a local public sector agency, and through the application of sociological concepts, will examine interpersonal, organizational, and public policy issues. (SPRING)

Courses for Advanced Undergraduates & Graduate Students

501, 502 Selected Topics in Sociology (3:3), (3:3)
Pr. permission of instructor

Opportunity for advanced student to study in-depth topic or issue of special interest.

522 Seminar in Population and Urban Studies (3:3)
Pr. permission of instructor

Advanced study of population processes and urban concepts from an interdisciplinary viewpoint. Emphasis on accessing and interpreting data from the U.S. census and other sources.

526 Comparative Minority Relations (3:3)
Pr. 6 s.h. in sociology or permission of instructor

Comparative study of ethnic, class, and cultural conflict in developing and developed societies. Attention is given to the impact of ethnicity and class conflict upon societal development and change in the international setting.

533 Political Sociology (3:3)
Pr. one course in field of large-scale organization or permission of instructor

Influence of social values and social forces upon government policy and of government policy upon society. Examination of conflicting political sociological theories.

543 Urban Sociology (3:3)
Pr. 6 s.h. of sociology at 300 level or above or permission of instructor

Survey of urban growth, mobility, ethnic composition, spatial and social patterns; emphasis on pluralistic interests, conflict, and change. Comparisons between American and non-American urbanization for purposes of assessing implications for planning and development.

552 Sociology of Science and Technology (3:3)
Pr. 6 s.h. of sociology at 300 level or above or permission of instructor

Nature and origins of modern science; relations of science and technology; science in democratic and authoritarian societies; images of scientists; origins and recruitment of scientists; career patterns; the organizational setting.

553 Sociology of Occupations and Professions (3:3)
Pr. 3 s.h. of sociology or permission of instructor

Nature and significance of work; culture perspectives on work; occupational choice; socialization into work endeavors; career patterns; control of occupations and professions; labor and leisure; relationships to community and society.

555 Sociology of the Family (3:3)
Pr. 301, 302, 335, or permission of instructor

Critical examination of various ways of studying family, with consideration given to methodology, statistical treatment of data, and substantive findings.

561 Sociology of Leisure (3:3)
Pr. 101 or permission of instructor

Sociological inquiry into the nature and uses of leisure in human societies. Among topics considered are sports, play, and games, popular culture and high culture, the relationship of work to time and leisure, leisure services and public policy.

562 Sociology of Education (3:3)
Pr. 6 s.h. of sociology at 300 level or above or permission of instructor

Education as a dynamic and changing social system. Internal processes and structure of educational institutions and their interdependent relations with the environing society.

571 Advanced Topics in Social Psychology (3:3)
Pr. 3 s.h. in sociology and 3 s.h. in psychology, or permission of instructor

Social impact, exchange, equity, and attribution theories intensively examined as basic in understanding specific substantive problems of reciprocal influences of groups and individuals in socio-cultural context.

572 The Small Group (3:3)
Pr. 3 s.h. in sociology and 3 s.h. in psychology, or permission of instructor

How small groups form, function, and dissolve, considering especially the fundamental processes involved: communication, conformity, cohesiveness, leadership, and status differentiation. Theory, research, and practical application emphasized.

574 Socialization (3:3)
Pr. 6 s.h. of sociology or permission of instructor
Examination of fundamental theories of socialization and resocialization. Emphasis on studies dealing with the relationships between culture, society, and the individual throughout the life cycle.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Spanish

(see Romance Languages)

Department of Specialized Education Services

School of Education
341A Curry Building
336/334-5843
www.uncg.edu/ses

FACULTY
Marilyn Friend, Professor and Chair of Department
Professors Bursuck, Epanchin, E. Shroyer, Smith, Vallecorsa
Associate Professors Compton, Niemeyer
Assistant Professors Asfaw, Hardin, Kurtts
Visiting Assistant Professor Boyles
Lecturers Parrish, Stratton, Susi, Torres

The primary goal of the Department of Specialized Education Services is to prepare professionals for diverse roles in working with individuals with disabilities across the life span in a variety of educational and community environments. Programs in the department emphasize the delivery of services in integrated settings, with a focus on interdisciplinary and interagency collaboration. Upon graduation, students are prepared for professional careers in public and private schools, residential settings, community agencies, clinics, and organizations. Faculty teaching, research, and service activities facilitate these outcomes. The Department offers Bachelor of Science degrees in Education of Deaf Children and in Special Education: General Curriculum, and undergraduate course work in the interdisciplinary Birth–Kindergarten (B–K) Program.

Education of the Deaf Major (TEDF)

Degree: Bachelor of Science

Required: 122–128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Auditory-Oral/Birth–Kindergarten Teacher Licensure, U261
Community-Based Services, U260
Interpreter Training Program, U875
Teacher Education Preparation K–12, U145

The Education of Deaf Children Program provides opportunities for study in four concentrations: Teacher Preparation; Interpreting; Community-Based Services; and Auditory-Oral/Birth–Kindergarten Teacher Licensure. All areas of study focus on the unique educational needs of deaf and hard-of-hearing children emphasizing language acquisition, teaching methods, and communication modes. Specialized training in communication modes is offered through sign classes and the Sign Language Laboratory. Supervised experiences are available for student observations, volunteer work and practicum in area public schools and other settings.

Also see **Teacher Education** for Teacher Education admission requirements and second major requirement.

Auditory-Oral/Birth–Kindergarten Teacher Licensure Concentration (125 semester hours)

The Auditory-Oral/Birth–Kindergarten concentration provides audition and spoken language development training at the undergraduate level for teachers of infants, toddlers, and young children who are deaf or hard of hearing. Field experiences and internships for teaching take place in public and private schools serving young children who are deaf and hard of hearing utilizing an auditory-oral approach. Students completing the program are eligible for NC licensure in K–12 Hearing Impaired and Birth–Kindergarten. Transfer students may require additional semesters to complete this undergraduate program. Students desiring to pursue the Auditory-Oral/Birth–Kindergarten teacher licensure concentration must have reliable transportation to and from practicum and/or internship sites.

Upon completion of the Auditory-Oral/Birth–Kindergarten Teacher Licensure program, students are able to:

- Demonstrate knowledge of the impact of early development on speech reception and auditory skills in infants, toddlers, and preschoolers who are deaf and hard of hearing.
- Utilize appropriate methods for developing spoken language in infants, toddlers, and preschoolers who are deaf and hard of hearing.
- Articulate an understanding of different family systems and family interactions, and demonstrate an awareness of the importance of parental involvement in a child's education and development.

- Discuss the history, major theories, and major philosophies of the education of young children and the use of Auditory-Oral and Auditory-Verbal approaches with young children who are deaf and hard of hearing.
- Demonstrate an understanding of technology used to assist the learning and communication needs of young children who are deaf and hard of hearing as well as young children who are typically developing.
- Utilize naturalistic assessment methods in determining young children's strengths and needs.
- Assess young children's performance as a professional educator and develop a plan for continued professional development.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and one other GRD course	6
Department specifies courses for:	
Social and Behavioral Sciences (SB) required: HDF 212 and PSY 121	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Minimum 36 s.h. in the major: SES 240, 242, 243, 250, 450, 451, 452, 460, 461, 483, 578; SES/HDF 425, 435, 441

IV Related Area (Cognate) Requirements

CED 310; CSD 250, 334; CUI 516; ELC 381; HDF 212*, 302, 409 or 410, 452; HEA 201 or NUR 345; LIS 120; PSY 121*; SWK 491 or 584

**HDF 212 and PSY 121 satisfy GSB.*

V Teacher Licensure Requirements

These courses are also listed under major or related area requirements:

1. SES 242
2. HEA 201 or NUR 345
3. ELC 381
4. LIS 120
5. CUI 516
6. SES 461

Students must have a 2.70 overall grade point average to be admitted to teacher education, and a 2.70 grade point average in all courses with a SES prefix in order to be admitted to student teaching. Any grade below C- in a required core course makes a student ineligible to continue in the licensure track.

IV Electives

Choose two electives from: ART 367; MUS 335, 361; SES 135

Community-Based Services Concentration (122 semester hours)

Upon completion of the Community-Based Services program, students are able to:

- Identify and explain the services/roles of different community agencies available to individuals with disabilities.
- Identify specific needs of individuals with disabilities relative to their age, gender, and ethnicity and identify appropriate services in the community where these individuals' needs may be addressed.
- Identify different helping professions and select one in which they would like to pursue graduate level studies.
- Discuss the organizational structure of community agencies and their funding sources.
- Take part in collaborating with service providers from multiple agencies to develop a rehabilitation/habilitation plan for clients with disabilities.

The Community-Based Services concentration is designed to prepare professionals to work with adults and children of special populations in a variety of settings other than K–12 schools. Majors take course work and practical experiences in SES, and in cognate courses from other departments.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3

Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
required: ENG 101 or FMS 115 or RCO 101; and one other GRD course.	
Department specifies courses for:	
Social and Behavioral Sciences (GSB)	6
required: HDF 211 and 212	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

27 s.h. to include: SES 135, 243, 333, 335, 465, 555

IV Related Area (Cognate) Requirements

27 s.h.: ESS 385; HDF 211* and 212*; HEA 310; PHI 119 or 121; PSY 121; RPM 101 and 342; SWK 510 or 530 or 550

**HDF 211 and 212 satisfy GSB.*

V Electives

25 semester hours to be selected from the following or from other courses with advisor's approval:

PSY 240, 280, 346, 444, 471; SOC 222, 227, 325, 561

Interpreter Training Program Concentration (128 semester hours)

The Interpreter Training concentration provides training at the undergraduate level to prepare students to work as interpreters/transliterators for deaf and hard-of-hearing individuals in the community as well as in educational settings. Internships take place in inclusive settings in the public schools, post-secondary institutions, and in the community.

Students desiring to pursue a degree in interpreting must:

- have reliable transportation to and from practicum and/or observation sites.
- have adequate visual and auditory abilities necessary to interpret in a variety of settings (exceptions include Deaf individuals training to work as interpreters in specialized settings).
- have time available in their schedules for the purpose of interacting with the Deaf Community and completing their observation, community service, and interpreting hours.
- be physically capable of completing all movements that occur in the production of American Sign Language that is conveyed via hands, mouth, morphemes, eyebrows, torso, eyes, and facial expressions.

Student Learning Goals

Upon completion of this program, students will be able to:

- Demonstrate a basic level of proficiency in interpreting/transliterating consecutively and/or simultaneously from the source language to the target language via American Sign Language or various forms of English.
- Incorporate various interpreting and facilitation techniques with regard to the setting and the age, gender, ethnicity, and special needs of the clients involved.
- Articulate the roles and responsibilities of the interpreter/transliterator as well as the Code of Ethics, health issues, certification process, and best practices established by the profession.
- Discuss the audiological, social, emotional, linguistic, cultural and academic implications for individuals who are deaf or hard of hearing and their impact on the interpreting process.
- Utilize the broad spectrum of information learned through various liberal arts, communication, and educational courses to enhance their ability to interpret general discourse within several fields.
- Assess their interpreting/transliterating performance and develop a plan for continued professional growth.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Department specifies courses for:	
Reasoning and Discourse (GRD)	6
required: ENG 101 or FMS 115 or RCO 101; and CST 105.	
Social and Behavioral Sciences (GSB)	6
required: PSY 121 and SES 240	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Only grades of C- and above count towards major.

Language Requirements

A minimum of 16 s.h. to include all courses listed below (exceptions made pending results of Sign Language Placement Tests):

SES 135, 270, 335, 370, 380, 420, 555

Core Requirements

A minimum of 54 s.h. to include: SES 240*, 243, 250, 462, 463, 480, 486, 487, 488, 496, 557, 558, 572, 578

IV Related Area Requirements

A minimum of 21 s.h. to include the following: CED 310; CSD 334; CST 105*, 207; ELC 381; PSY 121*; and CUI 202 or HDF 211, 212 or 302

A minimum of 6 s.h. selected from the following: ATY 385 or 387; CSC 101; CUI 555 or 450; ENG 260 or 321; HEA 201; PSY 341; SES 252, 460; SOC 101; STA 108*

**PSY 121 and SES 240 satisfy GSB; CST 105 satisfies one GRD requirement; if chosen, STA 108 will satisfy the GMT requirement.*

V Electives

Electives sufficient to complete the 128 semester hours required for degree.

Teacher Education Preparation K–12 Licensure Concentration (128 semester hours)

Student Learning Goals

Students completing the Teacher Education Preparation program are able to

- Explain basic knowledge of typical speech and language acquisition and functioning.
- Discuss the psycho-social functioning of children who have hearing losses.
- Use specific strategies to assess receptive and expressive communicative functioning of children who are deaf or hard of hearing.
- Use specific strategies to assess and diagnose specific learning patterns of students who are deaf or hard of hearing.
- Design and implement individualized service delivery plans.
- Facilitate the receptive and expressive communicative functioning of children who are deaf or hard of hearing.
- Collaborate with other professionals and families in a variety of service delivery options for deaf and hard of hearing children.
- Communicate fluently with children or adults who are deaf or hard of hearing who may use a variety of communication options.
- Demonstrate knowledge of current research in the education of children who are deaf or hard of hearing and other exceptional children.
- Understand the impact of deafness from inter-cultural and cross-cultural perspectives.
- Understand the role of the family in serving children who are deaf or hard of hearing.
- Apply appropriate technology in serving deaf and hard of hearing children and their families in a variety of educational contexts.

The Teacher Preparation concentration provides training at the undergraduate level for teachers of deaf and hard-of-hearing children. Internships for teaching take place in area public school programs with students who are deaf or hard-of-hearing. Transfer students may require additional semesters to complete the undergraduate degree program. Upon completion of the program, students are eligible for licensure by the North Carolina Department of Public Instruction (K–12 Hearing Impaired). Students in the K–12 Hearing Impaired teacher licensure program *must* be admitted to Teacher Education/Teachers Academy in order to enroll in specific K–12 Hearing Impaired program courses (SES 350B, 350C, 483, 484, 577, 578). Students desiring to pursue the K–12 Hearing Impaired license must have reliable transportation to and from practicum and/or internship sites.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Department specifies courses for:	
Social and Behavioral Sciences (GSB) required: PSY 121 and SOC 101	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Minimum 49 s.h. in the major: SES 135, 240, 243, 250, 335, 350A, 350B, 460, 461, 483, 484, 555, 577, 578
completion of Sign Proficiency Test I

IV Related Area Requirements

6 s.h., to include: CSD 334; PSY 250 or HDF 302; SOC 101*

V Teacher Licensure Requirements

13 s.h., to include:
1. CUI 420
2. CUI 450
3. ELC 381
4. HEA 201

recommended: LIS 120

**SOC 101 satisfies GSB.*

Students must have a 2.75 overall grade point average (GPA) to be admitted to Teacher Education, and a 2.75 grade point average in all courses with a SES prefix in order to be admitted to Student Teaching. If a student receives a grade below C- (1.70) in an SES, Related Area, or Teacher Licensure course, the student is required to retake the course.

VI Second Academic Concentration Requirement

All students majoring in Teacher Education Preparation-Deaf and Hard-of-Hearing Children (K–12 Hearing Impaired Licensure) are required to complete another approved second academic concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the General Education Requirements and the Second Academic Concentration. The following concentrations have been approved for Education of the Deaf: Art, English, Linguistics, Mathematics, Psychology, and Sociology. Other second concentrations require program approval. The requirement for the second concentration may be revised pending regulations regarding the 2004 reauthorization of the Individuals with Disabilities Education Act.

VII Electives

Electives sufficient to complete the 128 semester hours required for degree.

Elementary Education and Special Education Dual Major

Degree: Bachelor of Science

Required: 127 semester hours

The Departments of Curriculum and Instruction and Specialized Education Services are offering a dual major in elementary education and special education. Students completing the dual major will have initial licensure in elementary education K–6 and special education: general curriculum K–12. Students must be admitted to the teacher education program during the fall of their sophomore year and will begin professional course work spring of the sophomore year.

The 127-semester-hour dual major in elementary education and special education follows the admission guidelines to the School of Education teacher programs regarding (a) achievement of minimum passing score requirements set forth by the North Carolina Department of Public Instruction of the Professional Assessment for Beginning Teachers (Praxis I); (b) the recommendation of the departments; and (c) completion of at least 12 semester hours at UNCG [waived for transfer students who meet GPA requirements, have departmental recommendation, and have passed the Professional Assessment for Beginning Teachers (Praxis I)].

Additional departmental requirements include (a) a grade of C or better in either CUI 250 or SES 250 and (b) completion of all courses needed to fulfill the UNCG general education requirements (GEC). A minimum 3.0 GPA is required for admission.

Admission to Student Teaching

3.0 or better GPA, recommendation of departments, and C (2.0) or better in professional courses.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	6
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Social and Behavioral Sciences (GSB)	6
required: HDF 302 and SOC 121	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Elementary Education

33 s.h. to include CUI 250 or SES 250, CUI 320, 346, 350, 360, 370, 380, 400, 420, 461**

Special Education

34 s.h. to include SES 252, 350A, 350C, 360, 447, 460, 465**, 466, 469, 471, 472

***Students will student-teach for a total of 12 s.h. Ten weeks in an elementary education setting that enrolls students with identified disabilities and six weeks in a secondary special education setting is required.*

IV Teacher Licensure Requirements

1. ART 367
2. CUI 450
3. DCE 345 or THR 315
4. ELC 381
5. ESS 341
6. HDF 302
7. HEA 201 or 341
8. LIS 120
9. MUS 361

V Electives

Electives sufficient to complete the 127 semester hours required for the degree.

Special Education Major (SPED)

Degree: Bachelor of Science

Required: 127 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U265

The Special Education Program provides opportunities for the study of school-age learners with mild to moderate disabilities (learning disabilities, behavior/emotional disabilities, and educable mental disabilities). Students enrolling in this program learn about trends and issues in the field of special education, characteristics and needs of students with mild to moderate disabilities, specialized teaching methods for working with these students, strategies for collaboration with parents/families and colleagues, positive means for providing behavior supports, and technology applications that support students' education.

In addition to courses in the major area, students elect a second academic concentration (e.g., psychology, sociology, interdepartmental studies). Field experiences and student teaching take place at local public and private schools with students who have mild to moderate disabilities. Students completing this program and its requirements are eligible for licensure by the North Carolina Department of Public Instruction in special education: general curriculum (K–12).

Transfer students may require additional semesters to complete this undergraduate degree program.

Also see **Teacher Education** for Teacher Education admission requirements and second academic concentration requirements.

Student Learning Goals

Students completing the teacher preparation program in special education: general curriculum are able to:

- Demonstrate understanding of current federal and North Carolina law and policy related to special education and related services.
- Explain the basic educational and clinical concepts relative to definition, characteristics, identification, and diagnosis of students with mild to moderate disabilities.
- Create or revise program models for effective special education service delivery, including transition, based on a system of care philosophy and issues related to competent professional role management.
- Use exemplary diagnostic, instructional, and therapeutic approaches, including those based on technology applications, for effectively and positively meeting the academic and social/emotional needs of students with mild to moderate disabilities.
- Evaluate the effectiveness of students' special education programs and services as well as overall program and service structures.
- Work collaboratively with other school professionals, paraprofessionals, parents, and community and agency personnel to meet the needs of students with mild to moderate disabilities.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) required: ENG 101 or FMS 115 or RCO 101, and one other GRD course	6
Department specifies courses for:	
Social and Behavioral Sciences (SB) required: PSY 121 and SOC 101	6

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements

Minimum 51 s.h. in the major: SES 135, 240, 250, 252, 350A, 350B, 350C, 360, 447, 460, 466, 465, 469, 471, 472

IV Related Area Requirements

CUI 320 or 335, 420, 450; ELC 381; HEA 201; LIS 120; PSY 121*, 250; SOC 101*

**PSY 121 and SOC 101 satisfy GSB.*

V Teacher Licensure Requirements

1. General Education requirements as identified within each major
2. ELC 381
3. LIS 120
4. CUI 450
5. CUI 320 or CUI 335 or CUI 420
6. HEA 201
7. Students must have a 2.75 overall grade point average to be admitted to teacher education, and a 2.75 grade point average in all courses with a SES prefix in order to be admitted to student teaching. Any grade below C- in a required core course makes a student ineligible to continue in the licensure track.

VI Second Academic Concentration Requirement

All students majoring in Special Education are required to complete an approved second academic concentration consisting of a minimum of 24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours may be counted toward both the General Education (GE) requirements and the second academic concentration. The following concentrations have been approved for Special Education: Anthropology; Communication Studies; Human Development and Family Studies; Psychology; Sociology; approved interdepartmental studies.

VII Electives

Electives sufficient to complete the 127 semester hours required for degree.

Specialized Education Services Courses (SES)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

135 Sign Language for the Deaf I (3:3)

American Sign Language and fingerspelling with emphasis on the development of basic receptive and expressive skills. (Fall & Spring & Summer)

200 People with Disabilities in American Society (3:3)
GE Core: GSB

Exploration of the treatment of people with disabilities in American society from a personal, historical, political, and social perspective, including related legislation, portrayal in popular media, and contemporary issues. (Fall)

240 Communication Development in Children (3:3)
GE Core: GSB
AULER/CLER: SB/CSB
- *Students cannot receive credit for both this course and CSD 308.*

Psychosociolinguistic and developmental processes in the acquisition of communication in typically developing children. Emphasis on interpersonal communication patterns in diverse cultures that contribute to and influence social interaction. (Fall & Spring & Summer)

242 Introduction to Exceptional Children: Early Years (3:3)

Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed. (Fall & Spring)

243 History and Psychology of the Deaf (3:3)

Traditional and experimental methods of educating deaf children. Review of psychological studies of deafness and implications for education. (Fall)

250 Introduction to Professions in Specialized Education (3:2:3)

Overview of fundamental information about special education and occupations related to individuals with disabilities. Includes required field components in several settings, including public and private schools, residential schools, hospitals, and social service agencies. (Spring)

252 Survey of Learning and Behavior Differences (3:3)
Pr. 250 or permission of instructor

Overview of learning and behavior differences as related to special education. Addresses etiology prevalence, characteristics, diagnosis, and treatment. Historical and legal aspects of educational programs also are addressed. (Fall)

270 Fingerspelling and Numbers in ASL (2:2:1)
Pr. 135

Provides concentrated instruction and practice in fingerspelling and numbers as used in ASL. Assists students in acquiring fluent fingerspelling ability through the use of receptive and expressive skills. (Spring)

333 Special Problems (1–3)
Pr. permission of faculty supervisor
- *May be repeated for credit.*

Guided individual study in an area of special interest to the student.

335 Sign Language for the Deaf II (3:3)
Pr. 135 or permission of instructor

Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems. (FALL & SPRING)

350 A, B, C Interprofessional and Instructional Field Experience (2:0:6)
Pr. 250; pr. or coreq. 360, 447, or 472, or permission of instructor
- *Course is repeated for credit three times, during the first three professional semesters.*

Field component of special education teacher preparation program. Provides opportunities for teachers to apply their knowledge and skills in a variety of settings with students with disabilities. (FALL & SPRING)

360 Assessment for Exceptional Learners (3:3)
Pr. 250 and 252, or permission of instructor

Formal and informal assessment approaches for identification and eligibility for special education for students who access the general curriculum. Strategies for planning and evaluating programs for students receiving special education. (FALL)

370 Deaf Literature (3:3:1)
Pr. permission of instructor

Study of literature by deaf authors and poets. Videotapes and reading selections pertaining to everyday lives of deaf people including ABC and number stories, residential stories, and ASL poetry. (ALT FALL)

380 English/ASL Lexical Development (3:2:2)

Expands an interpreter's lexical base in both ASL and English so that appropriate choices are made regarding context, register, culture, and economy of the interpreting process. (FALL)

420 Sign Language IV (3:3:1)
Pr. 555, or permission of instructor, or placement test

Continuation of Sign Language III with an increased emphasis on expressive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings. Community lab hours required. (SPRING)

425 Infant and Toddler Programs: Foundations and Methods (4:3:3)
Pr. HDF 211, 212, 302; SES 242

Theories, principles, methods and issues related in infant and toddler programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs. Laboratory experience required. (FALL & SPRING) (Same as HDF 425)

435 Preschool/Kindergarten Curriculum (4:3:3)
Pr. HDF 211, 212, 302; SES 242; SES or HDF 425

Provides information on principles and components of preschool/kindergarten curricula, and strategies of learning for young children. Emphasis includes young children with and without disabilities. Laboratory experience required. (FALL & SPRING) (Same as HDF 435)

441 Young Children's Learning Environments (4:3:3)
Pr. HDF 211, 302; SES 242

Principles and methods of working with typical and atypical young children. Emphasis on identifying and evaluating strategies for enhancing children's development within a program setting. Laboratory experience required. (FALL & SPRING) (Same as HDF 441)

447 Service Delivery Systems and Role Management (3:3)
Pr. 250 and 460, or permission of instructor

Design and delivery of school service delivery models for students with mild/moderate disabilities (e.g., general education, resource programs; co-teaching; consultation); management of exceptional children's teachers' many roles and responsibilities. (SPRING)

450 Audition Development of Deaf Children (4:3:3)
Pr. CSD 250 and 334, or permission of instructor

Listening processes and auditory development, procedures and techniques for assessing audition development in young children with hearing impairments, and the history and philosophy of spoken language development programs. (FALL)

451 Spoken Language Facilitation in Deaf Children (4:3:3)
Pr. SES 240 and CSD 250, or permission of instructor

Assessment procedures and strategies for developing spoken language in naturalistic settings for infants, toddlers, and preschoolers with hearing impairments. (SPRING)

452 Amplification Technology for Deaf Children (3:3)
Pr. CSD 250 and 334, or permission of instructor

Design and use of assistive listening technology available for young children who have hearing impairments, such as hearing aids, FM systems, and cochlear implants. (FALL)

455 Rural Education I: Deaf and Hard of Hearing (3:3)
Pr. permission of instructor

Study and description of rural communities and social problems within communities. Emphasis on change and diversity and how unique responses to needs of deaf and hard-of-hearing children are warranted. (FALL)

456 Rural Education II: Deaf and Hard of Hearing (3:3)
Pr. 455 and permission of instructor

Methods of working collaboratively with other school professionals to serve deaf and hard-of-hearing children in rural public schools. Emphasis on interpersonal working relationships and development of co-teaching strategies. (SPRING)

457 Rural Education III: Deaf and Hard of Hearing (3:3)
Pr. 455, 456 and permission of instructor

Specialized in-service training techniques and knowledge about deaf and hard-of-hearing children. Module development for staff, parents, and children in rural public schools. (FALL)

460 Home-School Partnerships for Students with Exceptional Needs (3:3)
Pr. 250, or permission of instructor

Focuses on the needs of parents and families as they interact with personnel in schools, including procedural safeguards for parents/families, formal and informal meetings, culturally competent interactions, and home-school communication systems. (FALL)

461 Internship in Teaching the Deaf (12:1:15)
Pr. admission to Student Teaching

Full-time supervised student teaching in one or more educational settings with deaf and hard-of-hearing students under direction of University supervisor. Conferences and seminars required. (FALL & SPRING)

462 Interpreting in Educational Settings (3:3)
Pr. 335 or permission of instructor

Overview of the roles and responsibilities of the interpreter as a member of the educational team. Includes professional protocol, and the academic, social, and emotional implications of mainstreaming. (FALL)

463 Transliterating (3:3)
Pr. 462 or permission of instructor

Builds a foundation for transliterating using various manually-coded English systems. Includes a basic introduction to sign-supplemented speech, oral transliterating, and Cued Speech. (SPRING)

465 Student Teaching and Seminar: Students with Mild/Moderate Disabilities (12)
Pr. permission of department chair
Student teaching emphasizing teaching students with mild/moderate learning disabilities in K–12 settings with University supervision. Full-time special education teaching assignment in cooperating schools for a full semester. Conferences and seminars required. (Spring)

466 Positive Behavior Supports for Exceptional Learners (3:3)
Pr. 250 and 252, or permission of instructor
Perspectives on cultural influences on school behaviors. Skills for completing functional assessment for systemic, classroom, and individual strategies using constructive therapeutic approaches to support exceptional learners in general curriculum emphasized. (Spring)

467 Internship in Community Based Services (12:1:30)
Pr. 333 and permission of instructor
Internship component of Community Based Services concentration. Provides students with opportunities to apply knowledge and skills in working with individuals with disabilities in nontraditional educational settings in community. (Fall & Spring)

469 Reading Instruction for Learners with Disabilities (3:3:0)
Pr. CUI 320, 335 or 420 or permission of the instructor
Course is designed to provide students with the instructional methodology to remediate students with disabilities through the use of direct, explicit, and systematic instructional strategies in reading. (Fall)

470 Parent Guidance and Hearing Impairment (3:3)
Pr. CED 310 and HDF 212, or permission of instructor
The impact on the family of having a child with a hearing impairment, and strategies to empower parents to facilitate their child's spoken language development. (Spring)

471 Teaching Exceptional Learners the General Curriculum I (3:3)
Pr. 250, 252, 360, and CUI 330 or 420; or permission of instructor
Part of a two-course sequence for teachers of students with learning, behavioral, and mild/moderate cognitive disabilities. Provides a knowledge base for developing and managing educational programs for this population. (Spring)

472 Teaching Exceptional Learners the General Curriculum II (3:3)
Pr. 250, 252, 360, and 471; or permission of instructor
Second of a two-course sequence for teachers of students with learning, behavioral, and mild/moderate cognitive disabilities. Provides a knowledge base for developing and managing general curriculum programs for this population. (Fall)

480 Interpreting in Specialized Settings (3:3:2)
Pr. 572
Focuses on techniques, ethics, and specific terminology associated with interpreting for diverse populations within the Deaf Community. Included are mental health, medical, performing arts, religious, social services, and vocational settings. (Alt Fall)

483 Instructional Methods with Deaf Students (3:3:3)
Pr. permission of instructor
Strategies for facilitating deaf and hard of hearing students' acquisition of curricular content in inclusive settings. Emphasis on developing and implementing individualized learning plans. Field experience in schools required. (Fall)

484 Methods of Service Delivery: Deaf Students (3:3:3)
Pr. 250, 460; or permission of instructor
Coreq. 483
Design and management of diverse school delivery options for deaf and hard of hearing students (e.g., resource programs, itinerant teaching, co-teaching, consultation). Management of multiple role responsibilities in collaborative relationships. (Fall)

486 Seminar and Practicum (3:3:2)
Pr. 557
Designed to prepare students for entrance into their professional careers. Includes portfolios, resumes, invoices, interview skills, and assessment instruments. Professional Development Plans, which incorporate practicum experiences, are constructed. (Fall & Spring)

487 Interpreting/Transliterating Internship (12)
Pr. 486; completion of Interpreting Assessment I
Full-time supervised field experiences in a variety of settings related to the student's professional goals. Regularly scheduled conferences, seminars, and other projects are required. (Fall & Spring)

488 Interpreting: ASL-to-English I (3:3)
Develops skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on rehearsed and spontaneous consecutive interpreting. (Spring)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

496 Interpreting ASL-to-English II (3:2:2)
Pr. 488
Development of skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on simultaneous interpreting. (Fall)

Courses for Advanced Undergraduates & Graduate Students

540 Introduction to Exceptional Individuals (3:3)
- *Restricted to seniors and graduate students.*

Introductory course designed to survey the field of exceptional children. Major attention focused on characteristics of the exceptional child. (Fall)

543 Inclusion of Individuals with Special Needs (3:3)
Pr. permission of instructor
- *Restricted to seniors and graduate students.*

Explores critical issues, service delivery alternatives, and promising practices that promote responsible inclusion of individuals with special needs in integrated learning environments. (Spring)

555 Sign Language III (3:3)
Pr. 335 or permission of instructor
Advanced manual communication with emphasis on interpreting and translating for deaf adults in specialized settings. (Fall)

557 Interpreting: English to ASL I (3:3)
Pr. 555 or permission of instructor
Develops skills in producing a linguistic and culturally equivalent ASL message from an English source message. Emphasis is on rehearsed and spontaneous consecutive interpreting exercises. (Spring)

558 Interpreting: English to ASL II (3:3)
Pr. 557
Develops skills in producing a linguistic and culturally equivalent ASL message from an English source message. Emphasis is placed on simultaneous interpreting. (FALL)

572 The Profession of Interpreting (3:3)
An overview of the profession of interpreting including its history, current issues, roles and responsibilities, ethical standards, analysis of the interpreting process, assessment instruments; and organizations/resources. (FALL)

577 Auditory-Oral Communication Practices with Deaf Students (3:3)
Pr. 240 or equivalent and CSD 334
Strategies for developing and maintaining spoken language and using residual hearing and speechreading in school-age children with hearing loss. (FALL)

578 Language Teaching Methods with Deaf Students (3:3:3)
Pr. 240 or equivalent
Principles and strategies for developing English language proficiency in deaf and hard of hearing students. Emphasis on integration of English instruction with academic content. (FALL)

Please refer to The Graduate School Bulletin
for additional graduate-level courses.

Statistics

(see Mathematical Sciences)

Cornelia Strong College

South Spencer Hall
www.uncg.edu/strong

DIRECTOR
Linda Danford, Department of Classical Studies

SENIOR FELLOWS
Pamela McRae, Honors Program
Laurie White, Honors Program

RESIDENTIAL COLLEGE COORDINATOR
Timothy Williams, Housing & Residence Life and Department of English

FELLOWS
Anne Barton, College of Arts & Sciences Advising Center
Richard Barton, Department of History
Walter Beale, Department of English and Communication Across the Curriculum
Deborah Bell, Department of Theatre
Bruce Caldwell, Department of Economics
Stephen Danford, Department of Physics & Astronomy
Joan Glynn, Office of Alumni Affairs
Maura Heyn, Department of Classical Studies
Christopher Hodgkins, Department of English
Hope Hodgkins, Department of English
Dennis Patrick Leyden, Department of Economics
Eleanor McCrickard, School of Music
Gail McDonald, Department of English
Russ McDonald, Department of English
Penelope Pynes, International Programs Center
Mark Schumacher, Jackson Library
Susan Shelmerdine, Department of Classical Studies
John Starks, Department of Classical Studies
Janice Tulloss, Information Technology & Planning—IT Services

HONORARY FELLOWS
Ronald Cassell, Emeritus, Department of History
Timothy Johnston, Dean, College of Arts & Sciences
Theodore Plowden, UNCG Police
Kathleen Rountree, Associate Provost for Undergraduate Education
Patricia A. Sullivan, Chancellor

Cornelia Strong College is one of three residential colleges at The University of North Carolina at Greensboro. It is named after Cornelia Strong, professor of mathematics and astronomy in the University from 1905 to 1948. Strong College is open to all students in the University through a competitive admission process, and is particularly suited to those who are seeking a richer and more rewarding academic experience than they might have in a traditional residence hall. Strong College offers its members the opportunity to participate in an informal social and academic community within the context of the greater University. While Strong College does offer one credit tutorials on an optional basis, it does not have a special curriculum—its members take the usual complement of courses throughout the University.

Modeled on the undergraduate colleges of universities such as Rice, Yale, and Harvard, Strong College is made up of about 110 undergraduate members in residence ("the Junior Common Room") and a group of faculty Fellows and Associates ("the Senior Common Room"), as well as a small number of non-resident undergraduate "associate members." All members of Strong College may participate in a variety of co-curricular activities in the arts and sciences, including a weekly College Tea, the Blue Lemur Coffee Bar, other informal recreational groups, picnics, dances, and the climactic social events of the year, the Annual Croquet Tournament and Head of the Buffalo (boat race on Buffalo Creek). Strong College endeavors to provide an environment where students and faculty can interact in an informal manner outside the formal confines of the classroom.

The home of Strong College is South Spencer Hall, named after Cornelia Phillips Spencer, poet, social historian, and journalist whose writing was largely instrumental in reopening the Chapel Hill campus after a five-year shutdown during the Reconstruction era. The dormitory was built in 1907 as an addition to North Spencer Hall and the combined facility was at that time said to be the largest woman's dormitory under one roof in the country. Now outfitted with air-conditioning and computer hook-ups, South Spencer combines modern utility and convenience with historic grace and charm.

Strong College Course (STR)

Courses for Undergraduates

301 Strong College Tutorial (1:1)

Pr. students must be members of Strong College.

- *May be repeated for 3 hours of credit.*

A small number of Strong College students meet with a faculty member to explore an agreed upon topic. Faculty member will guide the discussion.

Student Academic Services

159 Mossman Building
336/334-5730

Students who are placed on academic probation at the end of their first semester at UNCG are required to participate in the Student Academic Success Program, sponsored by Student Academic Services, during their second semester at the University.

One of the requirements of the Student Academic Success Program is completion of the following course, "Strategies for Academic Success."

SAS Course

100 Strategies for Academic Success (0:2)

- *Enrollment required of, and restricted to, students who are placed on academic probation at the end of their first semester at UNCG.*
- *Attendance requirements enforced.*
- *Graded P/NP (Pass/Not Pass)*
- *Failure to register for SAS 100 and to attend the first class meeting will result in immediate academic suspension. If extraordinary circumstances prevent students from attending the first class meeting, they should contact the Retention Coordinator in Student Academic Services prior to that meeting to avoid immediate suspension.*

Topics will include self-assessment, motivation, goal-setting, study skills, learning styles, time management, and campus resources. Students will develop and follow an individualized learning plan to address their particular challenges and needs. (Fall & Spring & Summer)

Study Abroad Programs

127 McIver Street
336/334-5404
www.uncg.edu/ipg/ipc

Lynette K. Lawrance, Associate Provost for International Programs

Committee Members

Carl T. Lambeth, Chair, Study Abroad Committee, Department of Interior Architecture
Kathleen Ahern, Department of German, Russian, & Japanese Studies
James Anderson, Department of History
Lydia Arledge, Bryan School of Business & Economics
Margo Bender, Department of Romance Languages
Roberto Campo, Department of Romance Languages
Etsuko Fujimoto, Department of Communication
Dennis Leyden, Department of Economics
Elizabeth W. Lindsey, Department of Social Work
Jonathan Tudge, Department of Human Development and Family Studies
Penelope Pynes, International Programs Center, ex officio
Stephen Flynn, International Programs Center, ex officio

A UNCG student in good standing may spend a summer, semester or academic year abroad in several ways.

Academic Year and Semester Abroad Programs

- **UNCG Exchange Programs.** Through various exchange agreements, a UNCG student may swap places with a student in another country. Under these arrangements, students study abroad for approximately the cost of being in residence at UNCG. Opportunities for such exchange are currently available in Australia, Canada, China, Estonia, Finland, France, Germany, Japan, Korea, Mexico, New Zealand, Poland, Spain, Sweden, and the United Kingdom.
- **The University of North Carolina Exchange Programs (UNC-EP).** Through this UNC program (headquartered at UNCG), UNCG is able to place students in any of 35 countries overseas. These programs are available through either UNC-EP negotiated exchange agreements or through the International Student Exchange Program (ISEP), a Washington-based exchange organization. The cost of such study is about the same as being in residence at UNCG.
- **Semester Abroad Programs.** Periodically, the Department of Romance Languages offers programs in Spain. UNCG faculty lead these groups and directly award academic credit. Although not student exchange programs, these study abroad options are nonetheless less costly than study abroad opportunities offered through other colleges' programs.
- **Non-UNCG Programs.** A UNCG student may spend a summer, semester, or year abroad under the auspices of a group or institution approved by the UNCG Study Abroad Committee. While generally more costly than ISEP or the UNCG programs, this option may be of interest to students seeking particular experiences not otherwise available.

Summer Abroad Programs

UNCG professors regularly lead student groups overseas. Over the past few years, groups have gone to such countries as Costa Rica, France, Greece, Spain, and the United Kingdom. These programs generally involve five or six weeks of supervised travel and study, followed by an additional three weeks of independent travel.

The UNCG Study Abroad Committee and the International Programs Center

All study abroad activities are carefully supervised by the UNCG Study Abroad Committee, which is comprised of faculty members and administrators with considerable experience in international education. The Committee is constantly working to expand study abroad options for UNCG students, and to make them available at reasonable cost. The Committee may recommend to the student's department that up to 30 semester hours of credit be earned for one year's study overseas.

The International Programs Center, in addition to handling most other administrative matters affecting study abroad, publicizes the various programs and advises prospective participants. Those interested in study abroad are advised as a first step to contact the IPC, 127 McIver Street, 336/334-5404, or visit its Web site at www.uncg.edu/ipg.

Teacher Education and Licensure Programs

The Teachers Academy

319 Curry Building
336/334-3414
www.uncg.edu/soe

Betty Epanchin, Director

Teacher licensure in North Carolina and qualification for licensure in most of the other states may be earned at four UNCG professional schools and various departments within the College of Arts and Sciences. Students may select licensure programs in a variety of subject areas.

The School of Education offers programs in Elementary Education, Middle Grades Education, Education of the Deaf, and Special Education; and jointly directs, with departments in the College of Arts and Sciences, programs for teacher licensure in core academic subjects at the secondary level.

The School of Health and Human Performance, the School of Human Environmental Sciences, and the School of Music offer teacher education curricula in their respective fields. The Departments of Art and Theatre offer teacher education curricula in their respective subject areas.

Graduates of approved teacher education curricula are eligible for initial licensure on the basis of UNCG's recommendation to the State Department of Public Instruction. As requirements may vary among departments, students should check with their major advisor for specific information regarding their program.

Admission to Teacher Education

All students who wish to be recommended for licensure in any of the subject areas must be admitted to a specific Teacher Education Program. Candidates must be admitted to Teacher Education by the last day of late registration of the fall semester in order to be eligible to student teach the following spring, or by the last day of late registration of the spring semester in order to be eligible to student teach the following fall, as required by state law. No exceptions can be made.

The following requirements must be met:

1. Grade point average of at least 2.50 (some departments require a GPA higher than a 2.50 to be admitted to teacher education). To determine if students meet this standard, the grade point average (GPA) is calculated using all relevant undergraduate course work.
2. Recommendation of the school or department where major is to be taken
3. Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the Professional Assessment for Beginning Teachers (Praxis I)
4. Completion of at least 12 s.h. at UNCG. The 12 s.h. shall be waived for any transfer student who meets ALL of the aforementioned requirements for admission to Teacher Education. The grade point average for transfer students will be the transferable GPA as computed by the Office of Undergraduate Admissions.

For additional requirements specific to a program, students should check with their major school or department. Students should contact the Teachers Academy (located in Curry Building, 334-3414) for:

1. Clarification of admission requirements.
2. Appeal of the application of a rule or regulation.

Admission To Student Teaching

During the junior year, students already admitted to the Teacher Education Program must apply for admission to Student Teaching.

Student Teaching admission includes:

1. Grade point average of at least 2.50 (some departments require a GPA higher than a 2.50 for student teaching).
2. Approval of the school or department in which the student is majoring.
3. Completion of additional requirements specific to the major department or school teacher education program.

Application forms are available from the Teachers Academy beginning the first day of classes of each semester. Forms must be submitted by November 1 for student teaching **in the fall of the following year**, and by February 15 for student teaching **in the spring of the following year.**

Student teaching assignments are usually made in schools within commuting distance of UNCG. Teacher education students are not subject to special fees but are individually responsible for expenses incurred during student teaching, including transportation.

Student teaching in some subject areas is offered only in either the fall or the spring semester. Any student who plans to student teach should check with the Teachers Academy to be certain of the semester when student teaching will be offered in a particular subject area.

General and Professional Education Requirements

Requirements for teacher licensure are specified in the respective program descriptions. In addition to the courses specified for the particular degree or major, the following requirements must be met:

For Elementary and Middle Grades Licensure

1. General Education requirements as identified within each major
2. ELC 381 The Institution of Education
3. Additional licensure requirements as specified
4. Appropriate method course(s) and student teaching

For K–12 Special Subject-Area Licensure

1. General Education requirements as identified within each major
2. HEA 201 Personal Health
3. ELC 381 The Institution of Education
4. CUI 450 Psychological Foundations of Education
5. CUI 535 Literacy in the Content Area
6. Additional program specific requirements such as CUI 202 or HDF 302 for French and Spanish Licensure Programs
7. Appropriate method course(s) and student teaching

For Secondary Subject-Area Licensure (Grades 9–12)

1. General Education requirements as identified within each major
2. HEA 201 Personal Health
3. ELC 381 The Institution of Education
4. CUI 450 Psychological Foundations of Education
5. CUI 535 Literacy in the Content Area
6. CUI 545 Diverse Learners
7. Additional program specific requirements
8. Appropriate method course(s) and student teaching

Second Academic Concentration Requirement

All students majoring in Elementary and Physical Education are required to complete an approved second academic concentration consisting of a minimum of 18 semester hours in a basic academic discipline or an approved interdisciplinary field of study. Depending on the academic discipline selected, a maximum of six (6) hours may be counted toward General Education requirements and the second concentration. This requirement became effective for all students who entered the University in fall 2005. Some departments (e.g., French and Spanish) require 24 hours for their second academic concentration. All students majoring in Middle Grades Education must complete 27 hours in one of four middle-level content fields: Language Arts, Mathematics, Science, or Social Studies plus an additional concentration of 15 hours in one of these same four areas. This requirement also applies to students seeking a second degree in one of the affected majors. Students should check with the major school/department about this requirement or additional requirements specific to individual programs.

Teacher Licensure in Social Studies

Students majoring in anthropology, economics, geography, history, political science, psychology, or sociology can seek teacher licensure in comprehensive social studies. Students seeking social studies licensure must take a total of 36–42 semester hours in the social sciences beyond their major requirements from the departments of anthropology, economics, geography, history, political science, psychology,

and sociology. Courses must be selected from the following approved list. This list is also available from the Student Advising and Recruitment Center (Curry 323), the student's major advisor, or the social studies advisor in the School of Education. Substitution of any requirements needed for licensure may be made by the social studies advisor in the School of Education.

Courses Satisfying Competencies for Initial A Licensure in Secondary Social Studies

Anthropology: select one from: ATY 212, 258; select one from: ATY 325, 330, 333, 335, 337
Economics: ECO 201, 202
Geography: select one from: GEO 105, 114, 202; select one from: GEO 102, 104, 344, or other regional course
History: HIS 211 and 212; WCV 101 or 102; and one selected from: HIS 204, 215 or 216, 239 or 240, 381
Political Science: PSC 100, and one selected from PSC 260 or 290
Sociology: SOC 101, 301, or other relevant courses approved by program coordinator.

This licensure program relies heavily on early and adequate advising. It is the student's responsibility to meet as soon as possible with both his/her major advisor and the social studies advisor in the School of Education. See other sections in this chapter for additional teacher licensure requirements.

Application for Teacher Licensure

An application for licensure should be filed with the Teachers Academy during the last semester of the senior year. Students should be aware that the licensure process will take six weeks or longer after graduation to be completed.

UNCG recommends for a teacher's licensure those students who have completed the appropriate teacher education curriculum, attained acceptable competencies, and whose work has been approved by the appropriate department.

To be licensed in North Carolina, students must meet the specific state requirements for licensure, including an adequate score on relevant Praxis subject-area exams and demonstration of technology competencies.

Teacher Education Curricula

Programs in teacher education are offered at UNCG in the three broad areas listed below. Their description is found under the school and/or department listed on the right.

Birth–Kindergarten, Elementary, and Middle Grades Licensure

Program	Department
Auditory/Oral (B–K)	Specialized Education Services
Birth through Kindergarten (B–K)	Human Development & Family Studies and Specialized Education Services
Elementary Education (Grades K–6)	Curriculum & Instruction
Middle Grades Education (Grades 6–9)	Curriculum & Instruction

K–12 Special Subject-Area Licensure

Program	Department
Art Education	Art
Dance Education	Dance
Education of the Deaf	Specialized Education Services
Music	Music
Physical Education	Exercise and Sport Science
School Social Worker	Social Work
Second Language in French, German, & Spanish	Romance Languages, German, Russian, Japanese
Special Education	Specialized Education Services
Theatre Education	Theatre

Secondary Subject-Area Licensure (Grades 9–12)

Program	Department
Biology	Biology
Chemistry	Chemistry
English	English
Latin	Classical Studies
Mathematics	Mathematical Sciences
Physics	Physics & Astronomy
Social Studies (Comprehensive)	Curriculum & Instruction

Requirements for teacher licensure are specified in the program descriptions under each respective department (see alphabetical department listings).

Undergraduate licensure students graduating in 1999 and after must demonstrate mastery of basic and advanced technology skills in order to qualify for licensure. The course LIS/CUI 120, Introduction to Instructional Technology, has been developed to assist students in meeting the basic technology competencies as well as in beginning their advanced technology portfolio.

EDUCATION COURSES (EDU)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

491 Introduction to Schools, Schooling, and Society (1:1)
Pr. admission to Alternative Licensure Program
Provides licensure candidates information regarding state and national teaching standards, school law, school organization and procedures, and context of schooling. (FALL OR SPRING OR SUMMER)

492 Foundations of Educational Psychology (1:1)
Pr. admission to Alternative Licensure Program
Licensure candidates will study fundamentals of child and adolescent development, learning theories and motivation, and make connections between course information and classroom settings, instructional design and assessment. (FALL OR SPRING OR SUMMER)

493 Introduction to Instructional Planning (1:1)
Pr. admission to Alternative Licensure Program
Introductory course that focuses on structures of learning, methods or ways of teaching, analysis of instructional resources, and planning responsive instruction. (FALL OR SPRING OR SUMMER)

494 Fundamentals of Assessment (1:1)
Pr. EDU 493

Covers five interconnected topics: measurement concepts, traditional grading and assessment, alternative grading and assessment, assessment design, and the use of assessment for improving instruction and student performance. (FALL OR SPRING OR SUMMER)

495 Fundamentals of Classroom Management (1:1)
Pr. EDU 493 and 494

Introduces prospective teachers to principles of classroom management, and assists the participant in developing classroom procedures, rules, organization, and instruction that minimize classroom distractions. (FALL OR SPRING OR SUMMER)

496 Foundations of Teaching Diverse Learners (1:1)
Pr. admission to Alternative Licensure Program
- *May not be taken prior to EDU 493.*

Designed to provide candidates with introductory knowledge and skills to facilitate their effectiveness in meeting the needs of diverse learners through appropriate instructional, curricular, and behavioral strategies. (FALL OR SPRING OR SUMMER)

497 Seminar/Internship I for Lateral-Entry Teachers (3:3)
Pr. EDU 491, 492, 493, 404, 495, 495

Participants will build upon the knowledge and skills acquired in the first six courses of the Alternative Licensure Program, learn more complex pedagogical theories, and develop advanced teaching techniques. (FALL)

498 Seminar/Internship II for Lateral-Entry Teachers (3:3)
Pr. EDU 497

Participants will build upon the knowledge and skills acquired in the Alternative Licensure Program, learn more complex pedagogical theories, and develop advanced teaching techniques. (SPRING)

Supply Chain Management

(see Information Systems and Operations Management)

Textile Products Design and Marketing

(see Consumer, Apparel, and Retail Studies)

Department of Theatre

College of Arts & Sciences

200 Taylor Building
336/334-5576
www.uncg.edu/the

FACULTY
Thomas Humphrey, Professor and Head of Department
Professors Bell, Cook, Hansen
Associate Professors Gulley, McMullen, Paludan, Wolf, Wren
Assistant Professors Briley
Lecturers Cauthen, Shackelford

The Theatre Department offers a full range of liberal arts and professional degree programs that prepare undergraduate students for a variety of career opportunities in theatre. The Department offers the following undergraduate degree programs:

B.A. in Drama

B.F.A. in Drama, with concentrations in
Acting
Design and Technical Theatre
Technical Production
Theatre Education (Teacher Licensure)

The degrees, which are accredited by the National Association of Schools of Theatre, provide students with a vital mix of course work that combines both theory and practice and allows for the development of skills and talents.

The Department also offers two minors in Drama and Technical Theatre. Each minor requires completion of 18 semester hours of courses. The minors are broadly designed and include a variety of course selections and should be of interest to students with general interests in these areas who are majoring in complimentary fields such as Broadcasting and Cinema, Communication, English, Art, and Dance.

The Department's rich and varied curriculum is matched by an extensive co-curricular program that includes opportunities to participate in UNCG Theatre, Studio Theatre, Workshop Theatre, Summer Repertory Theatre, and the North Carolina Theatre for Young People productions. Participation in Department-sponsored plays and musicals is open to majors and non-majors alike.

The Department encourages students to pursue internship opportunities, particularly in the summer months. The University also offers an exciting array of study abroad programs.

The Department utilizes office, classroom, laboratory, studio, and performance space in the Taylor, Brown, Aycock, and Curry buildings on campus. The Department's faculty is composed of talented artists and scholars with excellent reputations as teachers. Students are encouraged to collaborate with faculty on creative and research projects during their course of study.

Admission to the Department's degree programs is competitive. The requirements stated below are minimum requirements, and marginal compliance with them does not automatically imply admission.

Admission to Closed Courses

Due to enrollment pressures and limitations on space in certain classes, the Department adheres to the following policy governing enrollment in its courses:

1. Individual faculty are responsible for adding or dropping students from their classes once enrollment limits have been met.
2. Students may be dropped from closed courses even though they may have successfully completed the registration process for the following reasons:
   a. Student is not a major or minor.
   b. Student has not completed course prerequisites or does not meet other enrollment restrictions as stated in the Undergraduate Bulletin.

Post-Baccalaureate Unclassified Students

Post-Baccalaureate unclassified students are restricted from taking any 500-level class without the permission of the department head and course instructor. Only officially admitted M.F.A. and M.Ed. students can register for 600-level courses.

Drama Major (DRAM)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U880

The B.A. in Drama provides a broadly based approach for students who wish to emphasize theatre as an undergraduate major. A strong core of courses in acting, directing, stagecraft, playscript analysis, and theatre history is supplemented by additional work in performance, technical theatre, and other theatre studies. B.A. Drama Majors have plentiful opportunities to develop analytical, communication, and presentational skills highly valued in university graduates.

All Theatre majors are expected to read and abide by the policies published in the Theatre Program student handbooks, available online.

Requirements

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Fine Arts (GFA) required: THR 502	3
One additional GLT course required: THR 500 or 501	3

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement	3
Natural Sciences any GLS or GPS course	3–4
Social and Behavioral Sciences (GSB) any additional GSB course with a different departmental prefix	3
Foreign Language (GFL) intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204	0–12
Writing Intensive Courses (WI) a total of four WI courses	

IV Major Requirements

1. THR 140, 145, 201, 231, 410, 500*, 501*, 502* with 4 s.h. of 190/191 and 4 s.h. of 490/491. Junior transfer students must complete a minimum of two s.h. of both 190/191 and 490/491, and senior transfer students must complete a minimum of two s.h. of 490/491.
2. One performance course selected from THR 120, 232, 280, 320, 381, 435, 534, 539, 581, 595
3. One design course selected from THR 351, 361, 370
4. One course selected from THR 205, 380, 506, 515, 516, 517, 584, 587
5. Nine s.h. from categories 2 and/or 3 and/or 4 and/or THR 245, 260, 346, 540, 542

**THR 500 or 501 satisfies one GLT; THR 502 satisfies GFA.*

V Electives

Electives sufficient to complete the 122 semester hours required for degree.

Drama Minor

Required: minimum of 18 semester hours

AOS Code: U880

All Drama minors are required to take THR 201 (3 semester hours). In addition, at least 15 hours must be taken from the following courses (three courses should be selected at the 200 level or above): THR 120, 140, 145, 205, 231, 232, 280, 380, 381, 320, 490, 491, 410, 581, 500, 501, 502, 506, 517.

Technical Theatre Minor

Required: minimum of 18 semester hours

AOS Code: U884

All Technical Theatre minors are required to take THR 201 (3 s.h.) and THR 140 or 145 (3 s.h.). In addition, at least 12 semester hours must be taken from the following courses: THR 140, 145, 245, 260, 361, 345, 351, 370, 490, 491, 540, 544, 542, 575, 549, 548.

Drama Major (DRAM)

Degree: Bachelor of Fine Arts

Required: 124–128 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Acting, U881

Design & Technical Theatre, U882

Technical Production, U885

Theatre Education, with Special Subject-Area Teacher Licensure, U883

The B.F.A. Drama Major emphasizes that theatre is a discipline involving three basic factors: talent, study, and practice. Only students who show evidence of talent and who work to perfect it through classroom study combined with practical application in the production program will be continued in the major. Transfer students should note that this program is concerned with the maturation of the young artist. Thus enrollment for six semesters (three years) is required even when study is begun in the junior year. Students are formally reviewed for continuance in the B.F.A. programs each year. Continuance depends on academic and artistic achievement, and the student's overall professional development.

Admission to the B.F.A. in Drama Major

Students pursuing the B.F.A. in Drama select from four concentrations: Acting; Design and Technical Theatre; Technical Production; or Theatre Education (with teacher licensure).

Admission to Acting, Design and Technical Theatre, and Technical Production Concentrations

Provisional admission is granted to the B.F.A. in Acting, the B.F.A. in Design/Technology, and the B.F.A. in Technical Production during fall semester. At the end of fall semester, students formally audition or, in the case of Design/Technology and Technical Production applicants, are interviewed for admission to these programs. Students should consult their faculty advisors for detailed audition and interview requirements. Admission to these programs is very competitive.

Admission to Theatre Education Concentration

Provisional admission is granted to students in the Theater Education concentration during the first three semesters. After receiving passing scores on the Praxis I and achieving a 3.0 GPA, students apply for admission to the Teachers Academy in the second semester of the sophomore year. A faculty interview is required for admission.

Transfer students should note that the program is concerned with the maturation and sequential training of the young artist/educator. Thus, enrollment for six semesters (three years) is required, even when students begin study in their junior year. Students planning to transfer to UNCG to pursue a B.F.A. in Theatre Education are cautioned to take courses that meet General Education Core (GEC) requirements instead of taking courses in the major.

Continuance in the B.F.A. Drama Major

As part of developing appropriate professional understanding, B.F.A. Acting students must complete one production assignment each semester in the freshman year and a total of six more assignments during their sophomore, junior, and senior years. Four of the B.F.A. Acting students' production assignments must be in technical-related activities.

B.F.A. Design and Technical Theatre and Technical Production students must complete one production assignment each semester in the freshman year and a total of six more assignments during the sophomore, junior, and senior years.

B.F.A. in Theatre Education students must maintain a 3.0 minimum GPA, complete 70 hours of pre-approved field experience in K–12 schools prior to student teaching, and complete a minimum of two stage management assignments in their program.

B.F.A. transfer students in Acting, Design and Technical Theatre, and Technical Production are required to complete one production assignment each semester in the program. THR 190/191 and THR 490/491 credit is earned for these production assignments as noted in the outline of requirements stated below.

Internship Requirements

B.F.A. Acting, Design and Technical Theatre, and Technical Production majors are required to complete an internship. The internship may be fulfilled in the UNCG Summer Theatre Program, in the North Carolina Theatre for Young People touring company, or in an intensive, off-campus theatre program that is approved by the Theatre faculty. Transfer students should make arrangements to schedule the internship as soon as possible. Internships must be approved prior to completion of the internship duties.

All Theatre majors are expected to read and abide by the policies published in the student handbooks, available online.

Acting, Design & Technical Theatre, and Technical Production Concentrations (124 semester hours)

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Social and Behavioral Sciences (GSB)	6
Department specifies courses for:	
Literature (GLT)	3
required for Acting Concentration: ENG 339 or 340	
required for Design & Technical Theatre & Technical Production Concentrations: THR 500	
Fine Arts (GFA)	3
required for all Concentrations: THR 502	
One additional GLT course	3
required: THR 501	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major and Related Area Requirements

Acting Concentration

Major Requirements

1. Acting Studies: THR 120; 221, 222, 321, and 322 repeated for a total of eight (8) s.h.; 231, 232, 331, 332, 539, 531, 532, 534
2. Technical Theatre Studies: THR 140, 145; one course selected from 361, 351, and 370
3. Other Theatre Studies: THR 190/191 repeated for four s.h., and THR 490/491 repeated for four s.h.; THR 201, 410, 500*, 501, and 502*
4. Completion of approved internship

Related Area Requirements

1. MUS 125 (2 s.h.)
2. THR 320 plus three dance courses selected in consultation with advisor
3. ESS 170
4. ENG 339* or 340*

**ENG 339 or 340 and THR 500 satisfy GLT; THR 502 satisfies GFA.*

Design & Technical Theatre Concentration

Major and Related Area Requirements

1. Design & Technical Theatre Studies: THR 140, 145, THR 190/191 repeated for four s.h., 245, 361, 351, 370, 490/491 repeated for four s.h., 498, 503, 504; ART 120, 140
   four courses selected from THR 260, 346, 540, 541, 544, 542, 543, 545, 586, 560, 551, 570, 575, 552, 549, 548, 587, 584; ART 220, 221
2. Performance Studies: THR 231 and 410
3. Other Theatre Studies: THR 201, 500*, 501, and 502*
4. Completion of approved internship

**THR 500 satisfies GLT; THR 502 satisfies GFA.*

Technical Production Concentration

Major and Related Area Requirements

1. Technology Studies: THR 140, 145, 190/191 repeated for four s.h., 245, 284, 361, 351, 370, 490/491 repeated for four s.h., 498, 503, 504
   6 courses selected from THR 260, 346, 345, 540, 541, 544, 542, 543, 545, 586, 575, 552, 549, 548, 587, 584; ART 120, 140; BCN 207
2. Performance Studies: THR 231 and 410
3. Other Theatre Studies: THR 201, 500*, 501, and 502*
4. Completion of approved internship

**THR 500 satisfies GLT; THR 502 satisfies GFA.*

V Electives

Acting Concentration

Major electives of 9 the 124 semester hours required for degree, and additional electives sufficient to complete the 124 hours required for degree.

Design & Technical Theatre Concentration

Electives sufficient to complete the 124 semester hours required for degree.

Technical Production Concentration

Major electives of 9 semester hours required for degree, and additional electives sufficient to complete the 124 hours required for degree.

Theatre Education Concentration (128 semester hours)

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Philosophical, Religious, Ethical Principles (GPR)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS)	6–7
one must be a laboratory course; each must have a different departmental prefix	
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 115 or RCO 101, and one additional GRD course	
Department specifies courses for:	
Literature (GLT)	3
required: THR 500	
Fine Arts (GFA)	3
required: THR 502	
One additional GLT course	3
required: THR 501	
Social and Behavioral Sciences (GSB)	6
required: HEA 201 and PSY 121	

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Department specifies courses for:

Global/Global Non-Western Perspectives (GL/GN)
required: THR 506 (GN) and three additional GL/GN courses selected by student

Student may select courses for:

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major.** All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.** All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III Major Requirements (53 semester hours)

1. Theatre Studies (51 s.h.): THR 120, 140, 145, 190/191, 201, 231, 232, 380, 381, 382, 370, 435, 482, 410, 586, 595, 510, 584, 500*, 501*, 502*, 506*, 515
2. Technical Theatre/Design (3 s.h.)
   one course selected from THR 245, 361, 351, 542

**THR 500 and 501 fulfill GLT; THR 502 fulfills GFA; THR 506 fulfills the GN marker requirement.*

Stage Management Assignment

Students must also complete an assistant stage managing and a stage managing assignment.

Required Professional Education Courses (27 semester hours)

1. LIS 120 Instructional Technology in Classroom
2. ELC 381 Institution of Education
3. HEA 201* Personal Health
4. CUI 450 Psychological Foundations of Education
5. CUI 470 Reading Education
6. CUI 545 Diverse Learners
7. CUI 465F** Student Teaching in Theatre Arts

**HEA 201 satisfies GSB.*

***Students are required to complete 70 hours of field experience in school prior to beginning student teaching.*

Professional Education Elective (3 semester hours)

Select one course from: CUI 527, 554, 555; LIS 554, 556; or SES 135
Other courses may be substituted by permission.

IV Electives

Electives sufficient to complete the 128 semester hours required for the degree.

Honors in Theatre

Requirements (12 semester hours)

Nine semester hours in the major, selected from:

- THR 232 Acting II Honors
- any 500-level THR courses, completing graduate work with graduate students. Instructor must be notified at the beginning of course.
- any THR course negotiated as a Contract Course between the Honors Candidate and the instructor, meeting Honors council guidelines for Contract Courses. See advisor for application forms and deadlines for submission.
- HSS 330 Honors Independent Study, under the guidance of a faculty member, perhaps taken in preparation for the Capstone Experience/Project. See advisor for approval.
- THR 483 Honors Work, toward HSS 490

Note: University Honors courses may be substituted for up to 6 s.h. of the 9 s.h. required. These courses offer a wide range of subjects and can often serve as GEC courses for the Theatre Major.

Three s.h. in HSS 490 Senior Honors Project
The B.A. Capstone Experience, building on earlier courses, and/or University Studies Abroad to create a capstone experience, can serve as credit for HSS 490. HSS 490 can substitute for THR 498. Students present their topics to their B.A. Faculty Review Committees for approval at least one semester before completing the capstone project. Upon completing the project, students summarize and analyze their project with the Faculty Review Committee. See advisor for possible capstone project examples.

Qualifications

- A grade of at least B in all course work used to satisfy the Honors requirements for Theatre
- A declared Theatre Major
- At least a 3.30 overall GPA at graduation

Recognition

The designation "Completed Disciplinary Honors in Theatre" and the title of the Senior Honors Project will be printed on the student's official transcript.

Honors Advisor

See Deborah Bell and undergraduate curriculum advisor for further information and guidance about Honors in Theatre.

THEATRE COURSES (THR)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses for Undergraduates

100 Drama Appreciation (3:3)
GE Core: GFA
AULER/CLER: FA/CFA

Theatre as an art form: how the actor, director, and designer function. Outstanding plays of major periods demonstrate the technical and aesthetic aspects of theatrical production. Illustrated lectures, demonstrations, and classroom experiments.

120 Voice for the Actor (3:3)
Pr. Drama students only.

The study of the mechanics of the voice for dramatic literature, developing intelligible speech through the use of Standard American Sounds.

130 Fundamentals of Acting (3:3)
GE Core: GFA
AULER/CLER: FA/CFA
• *For non-majors only.*

Understanding and appreciation of the problems, demands, and disciplines of the actor's art.

140 Stage Crafts I (3:3:3)

Introduction to technical theatre practice, backstage organization, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program.

145 Stage Crafts II (3:2:3)

Introduction to technical theatre practice in stage makeup and costuming. Practical experience in supervised laboratory and production program.

190 Theatre Practice—Performance (1:0:4)
• *May be repeated for up to two (2) credits.*

Department auditions are open to all students, and credit is given to those who are cast.

191 Theatre Practice—Scenery (1:0:4)
• *May be repeated for credit.*

Open to any student interested in participating in the scenery phase of production.

192 Theatre Practice—Costumes (1:0:4)
• *May be repeated for credit.*

Open to any student interested in participating in the costuming phase of production.

193 Theatre Practice—Box Office/Publicity (1:0:4)
• *May be repeated for credit.*

Open to any student interested in participating in the box office/publicity phase of production.

194 Theatre Practice—Production (1:0:4)
• *May be repeated for credit.*

Open to any student interested in participating in the technical phases of production.

195 Theatre Practice—Lighting (1:0:4)
• *May be repeated for credit.*

Open to any student interested in participating in the lighting phase of production.

201 Playscript Analysis (3:3)
Pr. admission to appropriate degree program or permission of instructor

Systems for analyzing playscripts which may be adapted and employed by directors, actors, and/or designers.

205 Development of American Musical Theatre (3:3)
GE Core: GFA
AULER/CLER: FA/CFA

Musical theatre as an art form, stressing its development and major works since 1800. Minstrelsy, vaudeville, burlesque, operetta, and revue, but major emphasis on musical comedy. Illustrated lectures and demonstrations.

221 Dynamics in Acting: Movement I (1:0:3)
Pr. sophomore B.F.A. Acting major
• *May be repeated for credit.*

Daily practical exercise in physical disciplines to develop concentration, imagination, and the body as the actor's instrument.

222 Dynamics in Acting: Voice I (1:0:3)
Pr. sophomore B.F.A. Acting major
• *May be repeated for credit.*

Daily practical exercise in physical disciplines to develop concentration, imagination, and the voice.

231 Acting I (3:1:4)

Introduction to acting techniques: voice, movement, warmup exercises for the actor. Improvisation exercises and stage movement.

232 Acting II (3:1:4)
Pr. 231

Application of basic techniques developed in 231 to elementary scene study. Introduction to the Stanislavski System. Further study in movement, voice, and improvisation.

245 Theatre Graphics (3:2:3)
Pr. 140

Introduction to the basic materials and techniques of graphic presentation in scenic, costume, and lighting design for the theatre.

260 Advanced Makeup (3:2:3)
Pr. 145 or permission of instructor

Special emphasis on character analysis, physiognomy, color, three-dimensional make-up, rubber prosthesis, beard and wig make-up for theatre, film and television production.

280 The Mask in Performance (3:2:3)
Pr. 130 or 231

A cross-cultural introduction to masks throughout history, their construction, and use in performance. (ALT YEAR)

284 Arts Management (3:3)

Introduction to arts management for nonprofit arts organizations. Topics include management principles, marketing, fundraising, and financial planning. (FALL OR SPRING)

291 Applied Theatre I (1–4:0:3–12)
• *May be repeated for credit.*

Supervised practical experience in various areas of theatre production.

315 Creative Drama for the Classroom Teacher (2:2:1)
Pr. elementary education majors with sophomore standing, or permission of instructor
- *Not open to theatre majors.*

Elementary school creative drama and its place in the curriculum. Emphasis on fundamentals, materials, teaching techniques, and evaluation.

320 The Actor's Space (3:1:4)
Pr. 231 and 232

Concentrated study of kinesthetic and spatial awareness. Special emphasis on physical and vocal adjustments to the demands of different performance spaces. (ALT YEAR)

321 Dynamics in Acting: Movement II (1:0:3)
Pr. junior B.F.A. Acting major
- *May be repeated for credit.*

Advanced daily practical exercise in physical disciplines to develop concentration, imagination, and the body as the actor's instrument.

322 Dynamics in Acting: Voice II (1:0:3)
Pr. junior B.F.A. Acting major
- *May be repeated for credit.*

Advanced daily practical exercise in physical disciplines to develop concentration, imagination, and the voice.

323 The Arts as Human Experience (3:3)
GE Core: GFA
AULER/CLER: FA/CFA

An examination of the meaning of the arts experience, including its historical and personal significance. Includes reading and related work in art, dance, drama, and music. (Same as ART 323, DCE 323)

331 Acting III (3:1:4)
Pr. 231 and permission of acting faculty
- *B.F.A. Acting majors only.*

Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques.

332 Acting IV (3:1:4)
Pr. 331

Intermediate acting technique. Emphasis on the practical application of Stanislavski's principles of Psycho-Technique and their subsequent interpretations.

395 Special Problems (1–3)
Pr. permission of faculty supervisor is required prior to registration.
- *May be repeated for credit.*

Guided individual study in an area of special interest to the student.

345 Costume and Scenic Property Crafts (3:1:3)
Pr. 140 and 145

An introduction to craft materials for costume and stage properties. Craft materials will include industrial felts, leather, flexible and rigid foams, thermoplastics, paper products, adhesives, fabric paints and fabric dyes. (ALT YEAR)

346 Costume Crafts (3:2:3)
Pr. 145 or permission of instructor

Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts.

348 Experimental Course: Theatre in the Public Interest (3:3)
Pr. THR 500, 501, or 502

Through class discussion, guest lectures, videos, reading, research, and service learning, students will explore theatre artists and groups known for community-based socially and politically responsive work. This study will serve as basis for service learning project.

351 Scene Design (3:2:3)
Pr. 140 or permission of instructor

Principles and practice of scene design for performance.

361 Costume Design (3:2:3)
Pr. 145 or permission of instructor

Principles and practice of costume design for performance.

370 Lighting Design (3:2:3)
Pr. 140 or 291 or permission of instructor

Principles and practice of lighting design for theatre, television and film.

380 Playwriting (3:3)

Exercises in dramaturgical techniques including adapting literature for performance. Composition of one-act plays.

381 Oral Interpretation (3:3)
AULER/CLER: BL/CBL

Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from poetry, prose, and drama.

382 Theatrical Design for Schools K–12 (3:3)
Pr. 140 and admission to appropriate degree program; or permission of instructor.

Study of design techniques and the execution of scenery, lighting, and costuming for low budget play and musical production.

390 Workshop Theatre Practice (1:0:3)
- *May be repeated for credit.*

Supervised production work in the Workshop Theatre.

395 Special Problems (1–3)
Pr. permission of faculty supervisor is required prior to registration.
- *May be repeated for credit.*

Guided individual study in an area of special interest to the student. (Formerly THE 333)

410 Directing I (3:3)
Pr. 201, junior standing, and admission to appropriate degree program; or permission of instructor.

Fundamental principles of directing for the theatre including adapting literature for performance.

435 Performance Styles (2:0:3)
Pr. 231, 232 or permission of instructor

Introduction to acting styles including Greek, Commedia dell'Arte, Elizabethan, Comedy of Manners, and Musical Theatre. (FALL & SPRING & SUMMER)

482 Teaching Methods in Theatre Arts (3:3:4)

Philosophy, means, and methods for conducting classes and structuring curricular and cocurricular theatre activities. Includes internship in public schools as lab. Required for Theatre Education teacher licensure. (FALL)

483 Honors Work (3–6)
See prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

490 Advanced Theatre Practice—Performance (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for up to two (2) credits.*

Departmental auditions are open to all students, and credit is given to those who are cast.

491 Advanced Theatre Practice—Scenery (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for credit.*

Open to any student interested in participating in the scenery phase of production.

492 Advanced Theatre Practice—Costumes (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for credit.*

Open to any student interested in participating in the costuming phase of production.

493 Advanced Theatre Practice—Box Office/Publicity (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for credit.*

Open to any student interested in participating in the box office/publicity phase of production.

494 Advanced Theatre Practice—Production (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for credit.*

Open to any student interested in participating in the technical phases of production.

495 Advanced Theatre Practice—Lighting (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for credit.*

Open to any student interested in participating in the lighting phase of production.

496 Advanced Theatre Practice—Running Crew (1:0:4)
Pr. four (4) credit hours of 190, 191, 192, 193, 194, and/or 195 and junior standing
- *May be repeated for credit.*

Open to any student interested in participating in the running crew phase of production.

498 Design and Technical Theatre Practicum (1–2:0:3–6)
Pr. junior standing, admission to the B.F.A. Design and Technical Theatre program
- *May be repeated for credit.*

Practice in design or technical production for performance.

499 Advanced Theatre Practice—Capstone (1:0:4)
Pr. four credit hours of 190/191, and senior standing
- *May be repeated for credit.*

Senior project focusing on student's personal interest in theatre.

Courses for Advanced Undergraduates & Graduate Students

500, 501, 502 Theatre History I, II, III (3:3), (3:3), (3:3)
GE Core: GLT for THR 500 and 501; GFA for THR 502
AULER/CLER: FA/CFA, for THR 502 only

Specific conditions under which the great plays of the world have been produced. First semester: the beginnings to 1600; second semester: 1600–1850; third semester: 1850 to the present.

503, 504 Period Styles in Performance Design I, II (3:3), (3:3)
Pr. admission to B.F.A./MFA design program; or permission of instructor.

Study of period style and how it is used in performance design. First semester: architecture, decor, and fashion from antiquity to Renaissance. Second semester: architecture, decor, and fashion from Renaissance to present.

505 American Theatre History (3:2:3)
Pr. junior standing, or permission of instructor

Development of Theatre in America from its beginnings to the present. Includes consideration of theatre artists and companies, audiences, performance spaces, production and business practices, plays, and playwrights. (FALL OR SPRING OR SUMMER)

506 Non-Western Theatre and/or Film (3:2:3)
GE Marker: GN
AULER/CLER: NW/CNW
- *May be repeated for up to 6 credit hours, depending on course content.*

Dramatic literature, theatre, and/or film in India, China, Japan, and Africa. Subject varies with instructor. (FALL OR SPRING OR SUMMER)

510 Directing II (3:3)
Pr. two theatre courses and THR 201 and 460; or permission of instructor.

An intermediate directing course that involves the student in the theory and practice of contemporary plays. (SPRING)

515 Creative Dramatics for School and Community (3:2:2)
Pr. admission to appropriate degree program, or permission of instructor

Research and literature for creative dramatics for children, ages five through 14. Practice in leading groups of children in creative dramatics.

516 Puppetry (3:2:2)
Pr. admission to appropriate degree program, or permission of instructor

Scope and development of puppetry throughout the world. Practical experience in the design, making, and performing of puppets.

517 Children's Theatre for School and Community (3:2:2)
Pr. admission to appropriate degree program, or permission of instructor

Research and literature of children's theatre; methods of producing plays with children in school and community situations.

531 Acting V (3:1:4)
Pr. 331 and 332, and admission to appropriate degree program; or permission of instructor.

Advanced scene study and role preparation with emphasis on the plays of Chekhov, Shaw, Ibsen, Strindberg, and American neoclassic dramatists.

532 Period Acting I (3:1:4)
Pr. 331, 332, and admission to appropriate degree program; or permission of instructor.

Study and practice of Shakespearean acting styles. Performance emphasizing manners, movement, and vocal delivery of the Elizabethan period.

534 Acting for the Camera (3:2:2)
Pr. admission to appropriate degree program, or permission of instructor
- *For advanced undergraduates and graduate students in Theatre.*

Practical experience in camera technique for actors in dramatic film and television production.

539 Professional Theatre Audition Techniques (3:3)
Pr. 231, 232, and admission to appropriate degree program; or permission of instructor.

Audition theory, techniques, and practice for theatre, television, and films.

540 Advanced Stagecrafts (3:2:3)
Pr. 140 and admission to appropriate degree program; or permission of instructor.
Study of advanced scenic construction, property construction, and rigging techniques for the stage. Supervised laboratory work in wood, plastics, metal, and other materials.

541 Technical Direction (3:3)
Pr. 140 and 351 or 370; and junior, senior, or graduate standing; and admission to appropriate degree program; or permission of instructor.
Theatrical technical direction with emphasis on organizational, managerial, and problem-solving duties and responsibilities. Lecture combined with practical projects.

542 Scene Painting I (3:1:4)
Pr. 140 and 351, and admission to appropriate degree program; or permission of instructor.
Tools, materials, and techniques of scene painting.

543 Scene Painting II (3:1:4)
Pr. 140, 351, 542, and admission to appropriate degree program; or permission of instructor.
Advanced problems in scene painting.

544 Computer Assisted Drafting (3:1:6)
Pr. 545, or IAR 111 and IAR 112; or ART 222; or equivalent technical drawing aptitude and admission to appropriate degree program.
Fundamental principles and application of 3-D design utilizing a DOS based drafting and design program.

545 Scene Drafting and Construction (3:3)
Pr. 351 and admission to appropriate degree program; or permission of instructor.
Advanced problems in scene construction combined with the development of scene drafting skills and techniques. (ALT YEAR)

548 Stage Millinery and Accessories (3:1:4)
Pr. admission to appropriate degree program; or permission of instructor.
Historical millinery and accessories in relation to stage adaptation; design and construction techniques.

549 Historical Costume Pattern Drafting and Draping (3:1:6)
Pr. admission to appropriate degree program; or permission of instructor.
Historical pattern-making techniques for stage costumes; theory and practice in costume construction.

551 Advanced Scene Design (3:1:6)
Pr. 351 and admission to appropriate degree program; or permission of instructor.
Advanced problems in scene design for single set productions in performance.

552 Multi-Set Design Techniques (3:1:6)
Pr. 351 and admission to appropriate degree program; or permission of instructor.
Advanced problems in scene design for multi-set productions in performance.

560 Advanced Costume Design (3:2:3)
Pr. admission to appropriate degree program; or permission of instructor.
Advanced problems in costume design for performance.

570 Advanced Stage Lighting Design (3:2:3)
Pr. 370 and admission to appropriate degree program; or permission of instructor.
Advanced problems in lighting design for performance.

575 Theatrical Sound Design and Technology (3:3)
Pr. 140 and admission to appropriate degree program; or permission of instructor.
An introduction to the theory, aesthetics, and technology of theatrical sound design.

581 Advanced Oral Interpretation (3:3)
Pr. 381 or graduate standing
Audiences, materials, and procedures of readers theatre. Practice in advanced principles of oral interpretation of literature.

584 Theatre Management (3:3)
Pr. drama major, and admission to appropriate degree program; or permission of instructor.
Theatre organization and operation. Practical problems of financing, promoting, and staffing various theatre programs.

586 Stage Management (1–2)
Pr. 140; or permission of instructor
- *May be repeated for a total of three credits.*

The role of the stage manager. Supervised participation as a stage manager in the theatre production program.

587 Theatre Field Studies (1–3:3)
- *May be repeated for up to 4 credit hours.*

Guided off-campus study in the Theatre disciplines. Travel required. Site and topic will vary from semester to semester.

589 Experimental Course: Spirituality in African American Drama (3:3)
The course will examine the spiritual dynamics of the role of the black church and the African American playwright.

595 Directing Practicum (1:0:3)
Pr. 410 and admission to appropriate degree program; or permission of instructor.
- *May be repeated for a total of two semester s.h.*

Practice in directing the play; preparations of a 25-minute play or excerpt, and presentation in the Workshop Theatre.

596 Applied Theatre II (1–4:0:3–12)
Pr. admission to appropriate degree program, or permission of instructor
Intensive experience in one or more areas of theatre production.

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

University Studies

Office of the Provost

Student Academic Services
159 Mossman Building
336/334-5730

University Studies courses are designed to prepare entering freshmen and transfer students to meet the many demands and challenges of the university experience. Students will gain understanding of personal responsibility for college experience, and will identify, define, and utilize strategies for personal and academic success at the University. Classes will be limited in size and will be restricted to first-semester students.

University Studies Courses (UNS)

For Undergraduates

101 University Studies (1:2)

- *Freshmen only*
- *May NOT be repeated for credit or grade improvement.*

This course exposes students to essential competencies for academic and personal success, including knowledge of university environment, self-awareness, critical thinking, and decision-making skills.

102 The Transfer Experience (1:1)

Pr. first-semester transfer status

This course is designed to expose first-semester transfer students to essential competencies for academic and personal success, including knowledge of the university environment, self-awareness, and academic success skills. (Fall & Spring)

105 The Learning Community Experience (2:2)

Pr. enrollment in a Grogan College Learning Community

Introductory examination of critical issues in educational theory and practice related to the learning community concept. The course also exposes students to essential competencies for academic and personal success. (Fall)

110 First Year Experience (3:3)

Pr. first-year students only

Course explores the history and purpose of UNCG, the nature of personal interactions in a campus environment, and the development of personal success skills and values. (Fall & Spring)

Western Civilization

College of Arts & Sciences

History Department
219 McIver Building
336/334-5992
www.uncg.edu/his

Western Civilization is an interdisciplinary course emphasizing critical developments from ancient to modern times. The first unit (WCV 101) covers the ancient world to about 1600. The second unit (WCV 102) covers the modern period, from about 1600 to the twentieth century.

Western Civilization Courses (WCV)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

Courses For Undergraduates

101, 102 Western Civilization (3:3), (3:3)

GE Core: GHP *GE Marker: GL*
CAR: WCV 101—GPM; WCV 102—GMO
AULER/CLER: WCV 101—HP/CPM; WCV 102—HP/CMO

Interdisciplinary study of Western Civilization emphasizing critical developments from ancient to modern times.

Women's and Gender Studies Program

College of Arts & Sciences

200 Foust Building
336/334-5673
http://wgs.uncg.edu

COORDINATING COUNCIL MEMBERS

Mary Ellis Gibson, Director, Women's and Gender Studies Program; Department of English
Elizabeth Chiseri-Strater, Co-director of Graduate Studies, Women's and Gender Studies Program; Department of English
Leila Villaverde, Co-director of Graduate Studies, Women's and Gender Studies Program; Department of Educational Leadership and Cultural Foundations
Hephzibah Roskelly, Chair of Undergraduate Studies, Women's and Gender Studies Program; Department of English
Robert Aronson, Department of Public Health Education
Rachel Briley, Department of Theatre
Daniel DeGooyer, Department of Communication Studies
C. P. Gause, Department of Educational Leadership and Cultural Foundations
Diane Gill, Department of Exercise and Sport Science
Jeanne Irwin-Olson, Wellness Programs, Student Health Services
Susan Phillips, Department of Communication Sciences and Disorders
Paige Smith, Department of Public Health Education
Juana Suárez, Department of Romance Languages
Jacquelyn White, Department of Psychology

Faculty members affiliated with the Women's and Gender Studies Program are housed in departments throughout the College of Arts and Sciences and the Schools. Interested students should contact the program director, Mary Ellis Gibson.

Mission Statement

The central mission of the Women's and Gender Studies Program is to use gender, along with race and class, as a category of analysis, to help students investigate the role that gender plays in our history, art, politics, education, sports, health, and family. The Program grew out of the limitations that instructors perceived in the liberal arts curriculum as it was traditionally structured, with its overwhelming concentration on the perspective of privileged men. The Program addresses issues of neglect, omission, and bias in curricula while honing those critical thinking skills vital to a liberal education. With the assistance of the community-based Friends of Women's and Gender Studies, the program sponsors visiting scholars, lectures, films, and conferences devoted to the advancement of women's and gender studies.

Women's and Gender Studies Major (WGST)

Degree: Bachelor of Arts

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

AOS Code: U871

Student Learning Goals

- To know how women's lives have been affected by social institutions around the world and throughout the United States;
- To investigate the history of ideas about gender;
- To understand women's lives as they relate to the disciplinary areas of arts and sciences, education, business, and health-related professions;
- To appreciate the variety of choices and limitations in women's lives as they are shaped by biology and society;
- To explore all these areas by conducting research (either qualitative or quantitative), by reading deeply and widely and thinking and writing critically and reflectively;
- To understand in critical context feminist theory;
- To complicate understandings of gender with critical awareness of interrelationships to race, ethnicity, class, sexual orientation, nationality, and religion;
- And to gain understanding of the interrelationships between theories and practices through fieldwork, observation, and discussion.

REQUIREMENTS

I General Education Core Requirements (GEC)

See chapter 5, University Requirements, for complete GEC requirements and approved courses for all categories.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Historical Perspectives on Western Culture (GHP)	3
Mathematics (GMT)	3
Natural Sciences (GNS) one must be a laboratory course; each must have a different departmental prefix	6–7
Reasoning and Discourse (GRD) ENG 101 or FMS 115 or RCO 101, and one additional GRD course	6
Department specifies courses for:	
Philosophical, Religious, Ethical Principles (GPR) required: WGS 350	3
One additional GLT course *(student may select)*	3
Social and Behavioral Sciences (GSB) required: WGS 250 and two other GSB courses	9

II General Education Marker Requirements

See chapter 5, University Requirements, for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four (4) courses carrying GL/GN markers, at least one of which must carry the GN marker

One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, **students must also complete a second SI course within the major**. All programs have identified at least one course among their major requirements that is taught as Speaking Intensive.

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major**. All programs have identified at least one course among their major requirements that is taught as Writing Intensive.

III College of Arts and Sciences Additional Requirements (CAR)

See pp. 65–67 for details and courses meeting CAR GPM/GMO and GLS/GPS requirements.

Historical Perspectives on Western Culture 3
one GPM (Premodern) or GMO (Modern) course, depending on category used to satisfy GHP requirement

Natural Sciences 3–4
any GLS or GPS course

Social and Behavioral Sciences (GSB) 3
any additional GSB course with a different departmental prefix

Foreign Language (GFL) 0–12
intermediate-level proficiency in one language, demonstrated by placement test, or by completing course work through course number 204

Writing Intensive Courses (WI)
a total of four WI courses

IV Major Requirements

Minimum 27 semester hours above the 100 level

Core Requirements (9 semester hours)

The following courses are required of all majors: WGS 250*, 350*, 490

**WGS 250 satisfies one GSB; WGS 350 satisfies one GPR.*

Electives (18 semester hours)

18 s.h. of approved courses from among the following: BCN 325; CED 574; CUI 555; ENG 331, 332, 531; ESS 532; HDF 407; HEA 260, 333; HIS 304, 328, 329, 359, 555; NUR 330; PSC 335, 336; PSY 346; REL 309, 310; SOC 229, 354/MGT 354; SPA 222; WGS 333, 400*, 450, 460, 490

Special topics courses or sections with central focus on women and gender may be approved for elective credit by the Director of WGS.

Please note that these courses are cross-listed; students should select only one: HEA 333/NUR 330; SOC 354/MGT 354

**Only two Independent Studies equivalent to six credit hours may be taken toward the Women's and Gender Studies major.*

Women's and Gender Studies Minor

Required: minimum of 18 semester hours

Core Requirements (9 semester hours)

WGS 250, 350, 490

Electives (9 semester hours)

9 s.h. of approved courses from among the following: BCN 325; CED 574; CST 559; CUI 555; ENG 331, 332, 531; ESS 532; HEA 260, 302, 333; HDF 407; HIS 304, 328, 329, 359, 555; NUR 330; PSC 335, 336; PSY 346; REL 309, 310; SOC 329, 354/MGT 354; SPA 222; WGS 333, 400**, 450, 460, 490

Special topics courses or sections with central focus on women and gender may be approved for elective credit by the Director of WGS.

Please note that these courses are cross-listed; students should select only one: HEA 333/NUR 330; SOC 354/MGT 354

***Only one Independent Studies equivalent to three credit hours may be taken toward the WGS minor.*

WOMEN'S AND GENDER STUDIES COURSES (WGS)

GE Core denotes General Education Core credit; GE Marker denotes General Education Marker credit; CAR denotes College Additional Requirement credit.

AULER/CLER, intended for students who began their undergraduate programs prior to fall 2001, is described in Appendix C.

These courses were formerly listed with the prefix of WMS.

Courses For Undergraduates

250 An Introduction to Women's and Gender Studies (3:3)
GE Core: GSB
AULER/CLER: SB/CSB

An interdisciplinary introduction to the study of gender through images, roles, and status in U.S. history and culture. Special attention given to developing critical frameworks for understanding gender in society.

333 Women in Non-Western Cultures (3:3)
GE Core: GHP GE Marker: GN CAR: GMO
AULER/CLER: NW/CNW

Explores problems and opportunities for women in non-western cultures, effects of the rapid process of social change, and the oppressive and liberating forces in women's lives.

350 Introduction to Feminist Theories (3:3)
GE Core: GPR
AULER/CLER: AE/CAE
Pr. WGS 250

Explores and evaluates feminist theories in a socio-historical context. Raises questions about their implications for different methods of inquiry and about the nature of knowledge and rational thought.

400 Independent Study (1–3)
Pr. permission of sponsoring instructor
- *May be repeated once for credit.*

Intensive independent study of specialized topics.

450 Topics, Seminar in Women's and Gender Studies (3:3)
- *May be repeated for credit when topics vary.*

An in-depth study of a selected topic or topics in Women's and Gender Studies involving directed reading and research. Category credit varies.

460 Internship in Women's and Gender Studies (3:0.5:9)
Pr. WGS 250, plus 6 additional s.h. in WGS; 6 s.h. in core courses in major, if other than WGS.
- *For Women's & Gender Studies majors and minors only.*

Practical experience in a variety of professional settings. Includes bi-weekly seminar with internship coordinator. Students complete at least 7–10 hours a week at internship sites.

490 Women's and Gender Studies Senior Capstone Course (3:3)
Pr. majors and minors only
- *Writing Intensive (WI) and Speaking Intensive (SI).*

Required capstone course in Women's and Gender Studies. Each student will design and present a culminating project, and will complete and review their portfolio developed from their WGS courses. (SPRING)

493 Honors Work (3–6)
Pr. see prerequisites under Honors Programs, XXX 493 (p. 208)
- *May be repeated for credit if the topic of study changes.*

Please refer to The Graduate School Bulletin *for additional graduate-level courses.*

Accelerated Master's Programs for Undergraduates

UNCG offers undergraduates with demonstrated academic ability a fast track to a graduate degree. Talented students can earn a bachelor's and master's degree in approximately five years instead of the usual six or seven.

Although formal admission to an accelerated program is usually in the junior or senior year, **careful selection of undergraduate courses in the freshman and sophomore years is essential**. Interested students should speak with an advisor in the department of their undergraduate major as early as possible. Students should have Advanced Placement (AP) credit (see p. 19) in order to reduce the number of undergraduate hours necessary to be taken during the senior year.

The program represents two distinct patterns. The first allows students to continue with graduate work in the same discipline as the undergraduate major. The second pattern enables students to complement the undergraduate major with graduate study in another area. See specific Accelerated Master's Programs listed below for requirements.

Accelerated Master's Programs for Undergraduates

- B.A. or B.S. [Anthropology, Business Administration, Chemistry, French, German, General Music, Physics, Political Science, Spanish] and Master of Business Administration (M.B.A.)
- B.A. or B.S. [Anthropology, Economics Political Science] and Master of Arts in Applied Economics (M.A.)
- B.S. in Accounting/M.S. in Accounting
- B.A. in Biology/M.S. in Chemistry
- B.S. in Chemistry/M.S. in Chemistry
- B.A. in Economics/M.P.A. in Public Affairs
- B.S. in Exercise & Sport Science-Sports Medicine/M.S. in Exercise & Sport Science—Athletic Training
- B.A. or B.S. in Mathematics/M.A. in Mathematics
- B.A. in Political Science/M.P.A. in Public Affairs

Accelerated Masters Program for Undergraduates—B.A. or B.S. and Master of Business Administration (M.B.A.)

The Accelerated Master of Business Administration provides the opportunity for a student to complete a bachelor's degree (B.A. or B.S.) within a four-year period and to shorten the time required to finish the M.B.A. degree

Pre-established programs include the bachelor's degrees in: **Anthropology, Business Administration, Chemistry, French, German, General Music, Physics, Political Science, and Spanish**

The Director of the M.B.A. Program will consider additional degree programs.

Interested students should:

- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior or senior year, careful selection of undergraduate courses in the freshman and sophomore years is essential. Interested students should talk with an advisor in the Bryan School Graduate Student Services Office, 220 Bryan Building, as early as possible.
- Complete the following courses with a 3.50 GPA or better: ACC 201; ISM 110, 280; ECO 201, 202, 250; MAT 120 or 191; and MGT 312.
- Take the GMAT.
- Seek admission to The Graduate School at the beginning of the senior year.
- Complete an internship during the junior or senior year.

Accelerated Masters Program for Undergraduates—B.A. or B.S. and Master of Arts in Economics (M.A.)

The Accelerated Master of Arts in Applied Economics provides the opportunity for a student to shorten the time required to finish the M.A. in Applied Economics by qualifying to take both undergraduate and graduate courses during the senior year.

Pre-established programs include: **B.A. in Anthropology, B.A./B.S. in Economics, and B.A. in Political Science**

The head of the Department of Economics can approve additional programs.

Interested students should:

- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior or senior year, careful selection of undergraduate courses in the freshman and sophomore years is essential. Interested students should talk with the head of the Department of Economics as early as possible.
- Earn a minimum GPA of 3.30 in economics courses and a 3.0 overall GPA.
- Complete ECO 201, 202, 250, 301, 319, and 351; and MAT 120 or 191.
- Take the GRE.
- Receive provisional admission to the M.A. program in Applied Economics in order to take 600-level courses for graduate credit while enrolled as an undergraduate.

Accelerated Masters Program for Undergraduates —B.S. in Accounting and M.S. in Accounting

The accelerated program in Accounting provides the opportunity for a student to complete a B.S. in Accounting (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Science degree.

Interested students should:

- Have Summer School credit or Advanced Placement credit in order to reduce the number of undergraduate hours necessary to be taken during the senior year. See courses on pp. 19–20 for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the Department of Accounting as early as possible.
- Earn a minimum GPA of 3.0 in accounting courses and 3.0 in the University.
- Take ACC 318 and 319 or 325 by the end of their junior year.
- Take the GMAT in the fall of the senior year.
- Seek admission to The Graduate School in the fall of the senior year.

REQUIREMENTS FOR COMBINED ACCELERATED B.S. IN ACCOUNTING/M.S. IN ACCOUNTING

A. GEC Component (36–37 semester hours)

See complete GEC requirements and available AP credit on pp. 51–56 and pp. 19–20 respectively.

Special GEC requirements for this program:	S.H.
Mathematics (GMT)—MAT 150 or 191	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 103 or RCO 101, and ENG 102	
Social and Behavioral Sciences (GSB)—ECO 201, 202	6

B. Bryan School of Business & Economics Requirements (30 semester hours)

BUS 105; ECO 250, 300; FIN 315, ISM 110, 280, 360; MGT 309, 312, 331, 491; MKT 320; CST 105, and 9 s.h. of a foreign language (see Bryan School for details)	37
Total semester hours	**37**

C. Accounting Major Requirements (22 semester hours)

ACC 201, 202, 203, 318, 319, 325, 330, 420, 450	28
Total semester hours	**28**

D. Electives (25 semester hours)

Electives sufficient to complete 122 semester hours.	
Total electives	**10**
Total undergraduate semester hours	**122**

E. Requirements for M.S. in Accounting (30 semester hours)

18–21 s.h. of accounting (6 s.h. of accounting may be taken at the 500 level but may be applied toward either the B.S. or M.S. degree)	18–21
9–12 s.h. of graduate electives	9–12
Total semester hours for M.S. in Accounting	**30**

Accelerated Masters Program for Undergraduates—B.A. in Biology and M.S. in Chemistry

The accelerated program in Biology provides the opportunity for a student to complete a B.A. in Biology (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

- Have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 19–20 for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Biology as early as possible.
- Plan to take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year.

REQUIREMENTS FOR COMBINED ACCELERATED B.A. IN BIOLOGY/M.S. IN CHEMISTRY

A. GEC Component (36–37 semester hours)

See complete GEC requirements and available AP credit on pp. 51–56 and pp. 19–20 respectively.

B. College of Arts & Sciences Additional Requirements (CAR)

See complete CAR requirements on pp. 67–69.

C. Biology Major (B.A.) Requirements (38 semester hours)

		S.H.
1.	BIO 111, 112	8
2.	Ecology: BIO 301	3
3.	Cell Biology: BIO 355	3
4.	Genetics: BIO 392	3
5.	Diversity: one of BIO 322, 341, 354, 370	3–4
6.	17–18 additional s.h. above the 100 level with no more than four s.h. at the 200 level	17–18
	Total semester hours	**38**

D. Related Requirements (11 semester hours)

1.	General Chemistry: CHE 111, 112, 114, 115	
2.	Mathematics: MAT 191	
	Total semester hours	**11**
Total undergraduate requirements (maximum)		**127**

E. Chemistry Prerequisites (29 semester hours)

1.	General Physics: PHY 211 & 212	8
2.	Organic Chemistry: CHE 351, 352, 354	8
3.	Inorganic Chemistry: CHE 242, 442	5
4.	Analytical Chemistry: CHE 331, 333	4
5.	Physical Chemistry: CHE 406	4
	Total semester hours	**29**
Total undergraduate semester hours		**127**

F. Related Requirements for M.S. in Chemistry (30 semester hours)

Senior Year (6 s.h.)	
CHE 501, 553 (fall)	3
CHE 502, 632 (spring)	3
Summer (3 s.h.)	
Approved BIO or CHE elective	3
Graduate or 5th Year (19 s.h.)	
CHE 641, 661, approved BIO or CHE elective (fall)	9
CHE 680, 699 (spring)	6–12
Total M.S. semester hours	**30**

Accelerated Masters Program for Undergraduates—B.S. in Chemistry and M.S. in Chemistry

The accelerated program in Chemistry provides the opportunity for a student with strong preparation in chemistry to complete a B.S. in Chemistry (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Science degree in Chemistry.

Interested students should:

- Have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on pp. 19–20 for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Students should talk with an advisor in the department of Chemistry as early as possible.
- Plan to take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year.

REQUIREMENTS FOR COMBINED ACCELERATED B.S. IN CHEMISTRY/M.S. IN CHEMISTRY

A. GEC Component (36–37 semester hours)

See complete GEC requirements and available AP credit on pp. 51–56 and pp. 19–20 respectively. See CAR requirements on pp. 67–69.

B. College of Arts & Sciences Additional Requirements (CAR)

See complete CAR requirements on pp. 65–67.

C. Chemistry Major (B.S.) Requirements (42 semester hours)

		S.H.
1.	CHE 111, 112, 114, CHE 115	
2.	CHE 242, 331, 333, 351, 352, 354, 372, 442, 461, 462, 463, 464	27
3.	CHE 401, 402	1
4.	CHE 531, 533, 581	6
	Total semester hours	**42**

D. Related Requirements (22 semester hours)

1.	MAT 191 MAT 292, 293	9
2.	PHY 291, 292	
3.	Science electives	6–8
	Total semester hours	**23–25**
	Total undergraduate requirements (maximum)	**118**

E. Other Undergraduate Electives 4

Total undergraduate semester hours **122**

F. Related Requirements for M.S. in Chemistry (30 semester hours)

Senior Year (6 s.h.)	
CHE 553, 601 (fall)	3
CHE 602, 632 (spring)	4
Summer (3 s.h.)	
approved BIO or CHE elective	3
Graduate or 5th Year (19 s.h.)	
CHE 641, 661, approved BIO or CHE elective	9
CHE 680, 699	6–12
Total M.S. semester hours	**30**

Accelerated Masters Program for Undergraduates—B.A. in Economics and M.P.A. in Public Affairs

The accelerated program in Economics/Public Affairs provides the opportunity for a student to complete a B.A. in Economics (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

- Have Summer School credit or Advanced Placement credit in order to reduce the number of required hours necessary to be taken during the senior year. See courses on pp. 19–20 for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Economics as early as possible.
- Take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year.

REQUIREMENTS FOR COMBINED ACCELERATED B.A. IN ECONOMICS/M.P.A. IN PUBLIC AFFAIRS

A. GEC Component (36–37 semester hours)

See complete GEC requirements and available AP credit on pp. 51–56 and pp. 19–20 respectively.

Special GEC requirements for this program:

Mathematics (GMT)—MAT 150 or 121	3
Reasoning and Discourse (GRD)	6
ENG 101 or FMS 103 or RCO 101, and ENG 102	
Social and Behavioral Sciences (GSB)—ECO 201, 202	6

B. Economics Major Requirements (30–37 semester hours)

NOTE: a grade of C- in ECO 301 and a minimum GPA of 2.0 is required for admission to the Department of Economics.

1.	ECO 201 and 202, 250, 301, 327, 346	
2.	ECO electives	12–19
	Total semester hours	**30–37**

C. Electives (46–53 semester hours)

1.	Recommended in PSC: PSC 210, 310	6
2.	Other recommended electives: ACC 201, 202,15 MGT 312, 320, 330	15
3.	Other electives	25–32
	Total semester hours	**46–53**
Total undergraduate semester hours		**122**

D. Related Requirements for M.P.A. in Public Affairs (43 semester hours)

Senior Year (14 s.h.)	
PSC 600, 602, 511C (fall)	7
PSC 601, 603, 603L, 511B (spring)	8
Summer following Senior year (6 s.h.)	
PSC 695, 696 (internship)	6
Graduate or 5th Year (19 s.h.)	
PSC 511J, 604, two PSC electives, Comps I (fall)	10
PSC 612, two PSC electives, Comps II (spring)	9
Summer following 5th year (3 s.h.)	
one 3-hour PSC elective	
Total M.P.A. semester hours	**43**

Accelerated Masters Program for Undergraduates—B.S. in Exercise and Sport Science: Sports Medicine Concentration and M.S. in Exercise and Sport Science: Athletic Training Concentration

The accelerated program in the Department of Exercise and Sport Science provides the opportunity for a student to complete the Bachelor of Science degree in the Sports Medicine Concentration and the Master of Science degree in Exercise and Sport Science: Athletic Training Concentration in a period of five years.

Interested students should:

- Qualify for advanced placement credits. See "Course Credit and Advanced Placement" on pp. 19–20 in **Admissions** in this *Bulletin*.
- Plan to attend summer school as needed.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the ESS Department as early as possible.

REQUIREMENTS FOR COMBINED ACCELERATED B.S. IN EXERCISE & SPORT SCIENCE: SPORTS MEDICINE/ M.S. IN EXERCISE & SPORT SCIENCE: ATHLETIC TRAINING

A. GEC Component **38**

See complete GEC requirements on pp. 51–56.

Core Category	S.H.
Students may select courses for:	
Literature (GLT)	3
Fine Arts (GFA)	3
Philosophical, Religious, Ethical Principles (GPR)	3
One additional GLT, GFA, or GPR course	3
Historical Perspectives on Western Culture (GHP)	3
Reasoning & Discourse (GRD)	3
Department specifies courses for:	
Mathematics (GMT)—STA 108	3
Natural Sciences (GNS)—BIO 111 and CHE 111	8
Reasoning and Discourse (GRD) ENG 101 or FMS 103 or RCO 101	3
Social and Behavioral Sciences (GSB) ESS 330 & PSY 121	6

B. General Education Marker Requirements

It is possible to meet all GE Marker requirements while completing the GE Core requirements or courses required by the major/concentration.

Students may select courses for:

Global/Global Non-Western Perspectives (GL/GN)
four courses, at least one of which must carry the GN marker

One Writing Intensive (WI) Course
In addition to this WI Marker requirement, **students must also complete a second WI course within the major.**

One Speaking Intensive (SI) Course

C. ESS Major Core Requirements **23**

ESS 250, 330*, 351, 375, 376, 386, 388, and 6 activity courses** must be completed with a grade of C (2.0) or higher

**ESS 330 satisfies 3 s.h. of GSB.*

***The 6 activity courses must include ESS 120, 130, and at least one of the following aquatics courses: ESS 151, 202, 203, 252,* 254, 256.

D. Related Area Requirements **17**

BIO 111*, 271, 277; CHE 111 & 112*; CST 341; HEA 201; NTR 213; PSY 121*; STA 108*

**BIO 111, CHE 111 & 112, PSY 121 and STA 108 satisfy GEC requirements.*

E. Additional Concentration Requirements **15**

ESS 220, 353, 379, 390, 391, 441

F. Electives **9–25**

At least 9 s.h. of electives must be selected from the following: BIO 112; CHE 114 & 115, 205 & 206, 351, 352 & 354, 556, 557 & 558; PHY 211 or 211A, 212 or 212A; CSC 101; ESS 459, 468, 469, 543, 570, 576, 595; MAT 191; NTR 313, 531, 550, 560; PSY 250, 341

Total undergraduate semester hours **122**

G. Additional Requirements

Students in the Accelerated Program must follow and complete all additional requirements as described in the ESS Sports Medicine Concentration section of this *Bulletin*. Students must also:

- Be admitted to the Sports Medicine Concentration by the second semester of the junior year.
- Complete the Sports Medicine Concentration by the first semester of the senior year.
- Accumulate Advanced Placement and/or summer school credit.
- Earn a minimum GPA of 3.0 in ESS courses and 3.0 overall.
- Take ESS 375, 376, 353, 390, 391, and 441 by the end of their junior year.
- Take the GRE in the fall or early spring of the junior year.
- Be admitted to The Graduate School in the first semester of the senior year.
- Take 6 s.h. of graduate credit the first semester of the senior year.

H. ESS Master of Science Program Core Requirements

One course from each of the following areas:

Sociocultural	3
Behavioral	3
Biophysical (ESS 638 required)	3

I. Research Techniques **3**

ESS 611	3

J. Athletic Training Requirements **28**

ESS 636, 637, 640, 641, 720	19
Nine credit hours as approved by the advisor	9

K. Integrative Experience

ESS 697	6

Total graduate semester hours **46**

Accelerated Masters Program for Undergraduates—B.A. or B.S. in Mathematics and M.A. in Mathematics

The Department of Mathematical Sciences offers an accelerated program that permits the exceptionally well qualified student to receive an undergraduate degree in mathematics (B.A. or B.S.) within a four year period and a Masters degree in mathematics (M.A.) in an additional year.

A thorough knowledge of calculus is necessary for much of the advanced work required to complete the undergraduate degree. Because of this, it is unlikely that a student would be able to complete the accelerated program without having AP calculus credit. Advanced Placement credit in other areas would also be helpful in order to reduce the number of required undergraduate hours; see courses on pp. 19–20 for which AP credit is available.

Most mathematics courses depend on previous knowledge and have significant prerequisites. It is therefore very important that students identify themselves as potential candidates for the accelerated program early in their academic careers in order to receive appropriate advising. Although formal admission to the accelerated program does not occur until the student achieves junior status, proper advising must take place as early as possible so that appropriate course work can be chosen in the correct sequence. This is particularly important with respect to mathematics courses so that the student will be ready to begin advanced work in mathematics suitable for the masters degree as soon as possible.

Students in the accelerated program must meet all requirements for the respective degree received. No course work may be counted toward more than one degree. The M.A. in Mathematics requires 30–33 semester hours of graduate-level mathematics including a thesis. Specific requirements for the M.A. are listed in *The Graduate School Bulletin*.

Accelerated Masters Program for Undergraduates—B.A. in Political Science and M.P.A. in Public Affairs

The accelerated program in Political Science/Public Affairs provides the opportunity for a student to complete a B.A. in Political Science (122 s.h.) within a four-year period and to shorten the time required to finish the Master of Public Affairs degree.

Interested students should:

- Have some Advanced Placement credit upon admission to UNCG in order to reduce the number of required undergraduate hours. See courses on p. 18 for which AP credit is available.
- Identify themselves as potential accelerated candidates early in their academic careers in order to receive appropriate advising. Although formal admission to an accelerated program usually occurs in the junior year, careful selection of undergraduate courses beginning in the freshman year is essential. Interested students should talk with an advisor in the department of Political Science as early as possible.
- Plan to take the GRE in the spring of the junior year.
- Seek admission to The Graduate School in the fall of the senior year; students will not be allowed to enroll for spring M.P.A. courses (see F below) unless admitted to the M.P.A. program.

REQUIREMENTS FOR COMBINED ACCELERATED B.A. IN POLITICAL SCIENCE/M.P.A. IN PUBLIC AFFAIRS

A. GEC Component (36–37 semester hours)

See complete GEC requirements and available AP credit on pp. 51–56 and pp. 19–20 respectively. See CAR requirements on pp. 67–69.

B. College of Arts & Sciences Additional Requirements (CAR)

See complete CAR requirements on pp. 67–69.

C. Political Science Major Requirements (30 semester hours)

1.	American Politics & Policy: PSC 100, 210	6
2.	International & Comparative: PSC 260, 240	6
3.	Research Methods: PSC 301	3
4.	Electives: 300 level and above	15
	Total semester hours	**30**

D. Recommended Electives (15 semester hours)

1.	CST 341	3
2.	ECO 201, 202, 260	9
3.	SOC 101	3
	Total semester hours	**15**
Total undergraduate requirements		**94**

E. Other Undergraduate Electives **28**

Total undergraduate semester hours **122**

F. Related Requirements for M.P.A. (43 semester hours)

Senior Year (15 s.h.)	
PSC 600, 602, 511C (fall)	7
PSC 601, 603, 603L, 511B (spring)	8
Summer following Senior Year (6 s.h.)	
PSC 695, 696 Internship	6
Graduate or 5th Year (19 s.h.)	
PSC 511J, 604, two electives, Comps I (fall)	10
PSC 612, two electives, Comps II (spring)	9
Summer (3 s.h.)	
One PSC elective	3
Total M.P.A. semester hours	**43**

8. The University Community

Policies Related to Academic Integrity and Student Conduct

General policies related to student conduct on campus are found in the UNCG Student Calendar/Handbook and within the *Policies for Students* Web page at:

http://studentconduct.uncg.edu/policy

Further information on these policies may be obtained from the Office of Student Conduct, 336/334-5514.

The Academic Integrity Policy

Responsibility for academic integrity lies with individual students and faculty members of the UNCG community. A violation of academic integrity is an act harmful to all other students, faculty and, ultimately, the entire community. Specific information on the Academic Integrity Policy and obligations of faculty and students may be found online at http://studentconduct.uncg.edu/policy/academicintegrity. The Administrative Coordinator for Academic Integrity can be reached at 336/334-5099.

Alcoholic Beverage Policies

North Carolina law prohibits the consumption, purchase, or possession of alcoholic beverages by people under the age of 21, effective October 1, 1986. The University operates under this provision of the law.

Individual consumption of beer, unfortified wines, and/or spirituous liquors is permitted for those of legal age in student residence hall rooms and in selected public areas of the University in accordance with the Student Alcohol Policy contained on the UNCG *Policies for Students* Web page at: http://studentconduct.uncg.edu/policy.

University Policy Concerning Abuse of Alcohol/Illegal Drugs

In accordance with the Federal Drug-Free Schools and Communities Act Amendments of 1989, which require that all students receive annual notice of the laws/policies regarding alcohol and drug abuse, the following information is provided:

Illegal or abusive use of drugs or alcohol by any member of the University community can adversely affect the educational environment and will not be accepted. Abuse of these substances can result in numerous physical and psychological health problems. Substance abuse is a factor in organ damage, increased risk of personal injury, impaired judgment, a factor in sexually transmitted diseases, and more.

Policies on alcohol and drugs can be found on the *Policies for Students* Web page at:

http://studentconduct.uncg.edu/policy

Services for students experiencing problems with alcohol and other drugs are available through Student Health Services. They include the health clinic (336/334-5340) and counseling (336/334-5874). Educational programs are also provided through the Wellness Center (336/334-3190).

Possession/Use of Narcotics and Other Dangerous Drugs

The use, possession, sale, or distribution of products such as marijuana, LSD, barbiturates, or amphetamines is strictly prohibited. UNCG is prepared to take conduct action up to and including dismissal of students involved in such practices. Furthermore, because violation of federal and state laws is involved, UNCG has an obligation to report any information concerning such practices to proper authorities. Please refer to the University's Policy on Illegal Drugs in Appendix B (pp. 401–402).

Firearms or Other Weapons on University Property

North Carolina law declares it unlawful for anyone to possess or carry (whether openly or concealed) any gun, rifle, or other weapon on property owned, used, or operated by a public or private educational institution. See also UNCG's *Policies for Students* Web page at:

http://studentconduct.uncg.edu/policy

Policy Relating to Disruptive Behavior in the Classroom

The complete statement of the University's policy regarding Disruptive Behavior in the Classroom is available at UNCG's *Policies for Students* Web page at:

http://studentconduct.uncg.edu/policy/

This policy was adopted by the UNCG Faculty Council on April 9, 1991.

Housing

All UNCG students have the option of living on or off campus. Approximately 4,000 students live in 23 residence halls on campus.

Students may request residence halls or roommates by name, and whenever possible, such requests will be honored.

Each residence hall is staffed with either a full-time professional Coordinator of Residential Learning, a Residential College Coordinator, or a part-time Resident Director/Head Resident who is a graduate student or senior. These staff supervise undergraduate Community Advisors, who also live in the building. In addition, each hall forms a hall council made up of elected student representatives. These staff and student representatives work together to build an academically and socially supportive community in each hall.

All residence hall rooms are furnished with beds, dressers, and desks. All have community bathrooms either by floor, wing, or within a suite or apartment-style arrangement. Some residence halls are equipped with one or more lounges, recreation rooms, study rooms, laundry rooms, and kitchens. All rooms are set up for local telephone service, with one phone jack per room, and each student has an individual voice mail account. Long distance service is available by using a personal calling card. All residence hall rooms are wired for direct ethernet connection to the internet, with one port per student. All residence hall rooms have a cable TV connection and Time Warner Cable Service with 57 channels.

Students provide their own bed linens, blankets, lamps, and curtains. All windows are equipped with mini-blinds. UNCG sponsors a comprehensive recycling program and students are encouraged to bring their own recycling receptacles.

To request a space, students must log in to the UNCG Housing & Residence Life Web site at www.uncg.edu/rli. Descriptions of the halls and directions for applying for housing are available beginning January 15 for fall semester and October 15 for spring semester. See p. 24 for current housing costs.

Housing Options

The Office of Housing and Residence Life offers a variety of housing options to new and continuing students.

New Freshmen Students have the following options:

All Women's Hall—Gray Hall

Coed Halls

- The First Year Experience in Reynolds Hall
- Cornelia Strong College in South Spencer*
- The Residential College in Mary Foust Hall*
- Learning Communities of Grogan College in Grogan Hall*
- Cone Hall
- The MADHouse in the Moore-Strong Hall*
- Moore-Strong Hall
- Weil-Winfield Hall
- Cotten Hall
- Ragsdale-Mendenhall Halls

New Transfer, Graduate, and Continuing Students have the following options:

All Women's Hall—Gray Hall

Coed Halls

- The International House in Hawkins Hall*
- Cornelia Strong College in South Spencer*
- The Residential College in Mary Foust Hall*
- Tower Village
- Sophomore Experience Program in Shaw Hall*
- The MADHouse in the Moore-Strong Hall*
- Hawkins Hall
- Phillips Hall
- North Spencer
- Grogan Hall
- Guilford Hall
- Hinshaw Hall

**Separate application and acceptance is required for these programs.*

Residence Hall Policies

Guest Policies

All residence halls are locked 24 hours a day, seven days a week, except buildings that house academic programs (Mary Foust, Guilford, and Reynolds). All students are issued an electronic proximity card. Each student may host non-resident guests during the hall's posted visitation hours. Currently, each hall is governed by one of the following three policies:

Traditional Visitation

Guests are allowed in public areas from 12:00 P.M. to 12:00 A.M., Monday through Thursday; until 2:00 A.M. on Friday and Saturday; and until 1:00 A.M. on Sunday. Guest visitation within the student's room may occur during these same time periods with the consent of the student's roommate.

Weekend Visitation

Guests are allowed in public areas from 12:00 P.M. to 12:00 A.M., Monday through Thursday, and from Friday at 12:00 P.M. through Sunday at 1:00 A.M. Guest visitation within the student's room may occur during these same time periods with the consent of the student's roommate.

24/7 Visitation

Guests are allowed in public areas 24 hours a day, seven days a week. Guest visitation within the student's room may occur during these same time periods with the consent of the student's roommate.

Room Occupancy

The signing of a housing contract does not automatically assure one of space in a residence hall.

Housing agreements are in force for the period indicated on the contract. The right to occupy a room terminates as of the contract period. UNCG reserves the right to require any student whom it finds, after due process, an undesirable tenant to vacate a residence hall room within 48 hours notice. Should a student be dismissed or withdraw from UNCG, the room is expected to be vacated within 48 hours. The space then becomes available for reassignment by UNCG.

UNCG reserves the right to make changes in room assignments in order to consolidate space and to transfer students to other residence halls during the school year.

Off Campus Housing

The Information Desk in Elliott University Center maintains a self-help facility which makes available listings of off-campus accommodations sent to EUC by private landlords. Persons can use the off-campus housing resource center in EUC during normal operating hours.

University Dining Services

UNCG Dining Services offers students dining options with an emphasis on quality and variety.

The Caf, an all-you-care-to-eat location found in the upper level of the Main Dining Hall, features traditional, home-style meals; Nature's Healthy Corner, offering made-to-order vegan and vegetarian entrees; fresh cooked pastas and sauce; hand-tossed pizza; and a grill with hamburgers, fries, and more. The Caf also offers soups, a deli, a salad bar, a dessert bar, and soft-serve yogurt.

Spencer's, a retail location in the upper level of the Main Dining Hall, offers full service lunch and dinner, featuring PanGeos® pizza; Home Zone with home-style entrees and vegetables; Grille Works™ with gourmet burgers and sandwiches; Salad Garden with a full salad bar; Asia and Pasta Express where you create-your-own entrée; Kettle Classics with homemade soups, breads and desserts.

The Atrium Food Court, located in the lower level of the Main Dining Hall, features Chick-Fil-A® Express, Tortilla Fresca™, Greensborough Deli, Java City™ coffee offering an array of coffees and freshly made smoothies, and the C-Store.

The Elliott University Center Food Court, located across from the UNCG Bookstore, features JUMP® Asian Express Cuisine™ (Asian and sushi), Burger King™ Express, Chick-Fil-A® Express, Pizza Hut Express, Cranberry Farms, the Salad Garden™, Kettle Classics, Quiznos® Sub, and plenty of grab-and-go items. The Marketplace, the campus grocery store, offers fresh produce, convenience items, and a special section offering organic, vegetarian, vegan, and fat-free products. Charlie's Fine Coffees and More, located adjacent the UNCG Bookstore, features Java City™ coffee and is a great place for students to study or meet friends.

The Bryan Food Court, located in the Bryan School of Business and Economics, offers My Deli @ Bryan, a variety of grab-and-go salads and sandwiches, Hot Jumbo Pretzels, Campbell's Soups, Starbucks Coffee®, convenience items and health and beauty aids.

The Pit Stop, located in the McIver Parking Deck, offers Java City™ coffee, convenience items and more.

Meal Plans

All students who live in the University residence halls are required to purchase a meal plan. Commuter students also have the option of purchasing meal plans to suit their needs. Please visit www.uncg.edu/din for the latest information on meal plans.

Remaining meals and any unused declining balance transfer from the fall to the spring semester. At the end of the spring semester, any remaining meals or unused declining balance are non-refundable and cannot be transferred to the next academic year. Select your meal plan according to your expected spending habits and remember, additional funds can be deposited to your UNCG FirstCard Plus E-Cash account at the UNCG FirstCard Center in Room 121, Elliott University Center, or at Cash-to-Chip machines across campus.

Changes in meal plans are allowed until the last day of Drop/Add each semester. No changes will be made after that date. No dining plan refunds are made except for "official withdrawal" from the University. ("Official withdrawals" are detailed in Residence Life Housing Contracts.) Dining plan refunds are prorated.

Parking & Transportation Regulations

All student-legislated and administrative campus regulations are published in the UNCG Student Handbook which is distributed to all students each year. Students are responsible for knowing and abiding by those regulations established for the UNCG community. Some of these are reviewed below.

Parking Regulations

Parking regulations are in effect 24 hours a day, 7 days a week, unless signs in an area indicate otherwise.

Vehicles found in violation of UNCG parking rules will be issued a violation notice with a penalty of from $15.00 to $370.00 depending on the violation. Outstanding violations will be charged against the student's account in the Cashiers and Student Accounts Office. Vehicles deemed to be committing a serious enough violation or accumulating several violations may be booted and/or towed from campus at the owner's or operator's expense.

Students may keep motor vehicles on campus provided the vehicles are properly registered with Parking Services and display a valid UNCG parking permit. To obtain current parking permit fee information, go online at http://parking.uncg.edu or call 336/334-5681.

UNCG Police

The University of North Carolina at Greensboro Police Department's goal is to support the mission of the UNCG by working to create a safe and secure environment. The men and women who comprise the UNCG Police Department are fully trained law enforcement professionals.

The UNCG Police Department became operational as its own police agency in 1988. Since that time it has grown to its present authorized strength of 34 sworn police officers and 21 non-sworn employees.

The Department is organized into three divisions: Administrative, Field Operations, and Special Services. The UNCG Police Department is located at the following locations: Tate and Spring Garden Street—Main Police Station, and the rear of North Spencer Hall on North Drive—Police substation.

Although similar in appearance to other law enforcement organizations, its main emphasis is one of anticipation and prevention rather than mere reaction to criminal incidents and events that are hazardous to public safety. The UNCG Police Department has enacted numerous safety programs that are available to the students, faculty, and staff at no cost to them.

Services for Students

Adult Students, Office for (OAS) (210 Elliott University Center)

The Office for Adult Students (OAS) in the Division of Student Affairs facilitates activities and services to enhance the adult student's University experience.

This office is open Mondays, Thursdays, and Fridays from 8 A.M. to 5 P.M., and Tuesdays and Wednesdays until 6:30 P.M. or by special appointment.

Adult students are encouraged to check the office's Web site at www.uncg.edu/oas to keep up with current information of special interest to this population. Additionally, this Web site keeps a comprehensive listing of opportunities for campus involvement for adult students.

Campus Ministries (Associated Campus Ministries Center, Stirling Street)

Seven religious organizations are part of United Campus Ministries: Baptist Student Union, Hillel, St. Mary's (Episcopal), Catholic Student Fellowship, Wesley-Luther (United Methodist and Lutheran), and InterVarsity Christian Fellowship (non-denominational). Each of these organizations sponsors a schedule of activities open to the entire University community. Campus ministers serve as advisors for their respective organizations and are also available for personal counseling or as resource persons for other groups or organizations.

Career Services Center (1 Elliott University Center)

The mission of the Career Services Center is to provide guidance and resources to undergraduate and graduate students and alumni for their lifelong career development. The Career Services Center staff members strive to provide the very best services and strongly subscribe to a "student-centered" philosophy. Services are provided in four major areas:

1. Career planning
2. Internships
3. Student employment
4. Employment assistance/continuing education planning

Staff members are available to assist students and alumni with their career plans through individual appointments. A number of tools are available to help students assess individual interests, values, skills, and work setting preferences. A computerized guidance system (Sigi Plus) is available to students and alumni who want to examine major/career options or gather information on various occupations. The Center maintains a Resource Library which houses career information, employer literature, listings of part-time jobs, internships, and full-time employment, and access to the Internet and Career Services Web site.

The Career Services Center aids students in locating credit or non-credit, paid or unpaid internship opportunities within the local Triad area as well as in other locations worldwide. The Student Employment Office assists students in finding part-time and summer employment.

Full-time job search assistance is provided through a number of programs and services. Individual appointments may be scheduled with staff to discuss career and job search strategies. Career-related presentations are scheduled throughout the fall and spring semesters to assist students with résumé development, interviewing preparation, job search strategies, and graduate school preparation. To aid students in making employer contacts, a number of special events are sponsored, including the annual Career Day, Education Career Day, Internship/Summer Job Fair, Part-time Job Fair, Nursing Career Day, Spring Career Day, and Consortium Non-Profit Job Fair. Seniors, graduate students, and alumni are encouraged to set up an account with the Career Services Center so that they may utilize the following services: the On-Campus Interview Sign-Up Program and the Computerized Resumé Referral Service. Students interested in internships may set up an account to enable electronic internship notification.

Please contact the Career Services Center for further information and individual appointments at 336/334-5454.

Cashiers and Student Accounts Office (151 Mossman)

The Cashiers and Student Accounts Office is open from 8:00 A.M. to 5:00 P.M., Monday through Friday, and is located in 151 Mossman Building (336/334-5831). The Office is comprised of four functional areas: Cashiers, Student Accounts Receivable, Student Loans, and CASAO Accounting. Students may cash personal checks up to $50 in this office with proper identification. All tuition and fee payments and the distribution of financial aid checks are made in the Cashiers and Student Accounts Office.

Disability Services, Office of (208 Elliott University Center)

The Office of Disability Services advises and assists in securing academic support services requested by qualified disabled students. Specific services are provided on an individual basis and aimed toward enabling students with disabilities to compete on an equal basis in the classroom with their peers. Currently, over 300 students receive some type of academic assistance. Students must register with the office and provide any necessary documentation prior to receiving services. For further information, call 336/334-5440 (voice & TDD).

Financial Aid Office (723 Kenilworth Street)

Through its Financial Aid Office, UNCG administers an extensive financial aid program which provides assistance to approximately half the University's enrolled undergraduates. Available aid includes scholarships, grants, loans, and work.

The Financial Aid Office assists students with all phases of financial aid application, processing, and awarding.

For information on programs, services, and application procedures, contact the Financial Aid Office at 336/334-5702.

IDs (see UNCG FirstCard Plus)

Information Technology (IT) (46 McNutt)

Information Technology provides computing services to students, faculty, and staff at UNCG, including workshops, consultation, and online help resources. Every registered UNCG student receives e-mail and network accounts for using UNCG's computer resources.

PC and Macintosh machines and printers are available in computer labs across the campus. To find out about lab locations and hours, visit the IT Lab Web page at www.uncg.edu/irc/labs or stop by the SuperLab in Jackson Library.

Student Consulting: SuperLab in Jackson Library

Phone: 336/256-TECH

Hours: Jackson Library operation hours

The International House/Phillips-Hawkins Residence Hall

The International House/Phillips-Hawkins Hall is a residential community on the UNCG campus open to all students who have an interest in living with and learning about people from other parts of the world. In addition to international students studying at UNCG, the International House should be of particular interest to American students who have participated or wish to participate in study abroad or for students who wish to improve their foreign language skills. Operated in close collaboration with The International Programs Center, the INTERLINK Language Center, and the International Students Association, and with the guidance of an advisory board of Faculty Fellows, the House offers a rich program of language learning, cultural orientation, and social activities with an international flavor.

For more information, contact The International Programs Center, 336/334-5404.

International Programs Center (127 McIver Street)

The International Programs Center provides leadership and coordination of the University's international education efforts. The Center administers student and faculty exchange programs between UNCG and partner universities abroad; assists students and scholars who seek funding for international activities; and provides support services and programming to UNCG's growing international student population. The Center also coordinates The University of North Carolina Exchange Program (UNC-EP) on behalf of the UNC System (336/334-5404).

Study Abroad

The Center promotes and conducts UNCG's various **Study Abroad** programs (see p. 327) and provides counsel to students seeking to spend part of their educational program overseas. Students are encouraged to make use of Center resources as they plan their international experiences (336/334-5404).

International Student Services

The International Services Director and staff assist international students in making the experience of international education a rewarding one. Staff members provide information about visas and U.S. Customs and Immigration Services (USCIS) regulations, and University/community resources. The Center also coordinates and supports UNCG's INTERLINK Program, which provides high-quality English language training for students needing language preparation before beginning their university studies (336/334-5404).

INTERLINK Language Center (Foust Basement)

The INTERLINK Language Center offers intensive English instruction, cultural orientation, and academic preparation for international students, scholars, and professionals on a year-round basis. Its five level curriculum, with 20–23 hours per week of instruction, prepares students for success in academic and professional situations. Students can use completion of INTERLINK in place of TOEFL for admission to UNCG.

INTERLINK students have access to all University facilities, including computers, recreation center, library, health center, and language/multi-media labs. Students in the higher levels of INTERLINK may audit or take UNCG courses for credit.

INTERLINK can be reached at 336/334-4700, fax 336/334-4701, or by e-mail at interlink@uncg.edu.

Learning Assistance Center (see Student Success Center)

Library, Walter Clinton Jackson

Jackson Library is the leading public research library in the Piedmont Triad of North Carolina. Located centrally on College Avenue, Jackson Library towers over other campus buildings.

The Library now owns over 2.8 million items including 1.07 million bound volumes, 733,000 federal and state documents and 1,031,000 items in microtext. It subscribes to approximately 4,440 printed newspapers, periodicals, and other serials, and more than 30,000 electronic journals in full-text, and more than 225,000 electronic books. Access to more than 240 online databases and the Internet vastly expands the information resources available to students and faculty. Most of those databases are also available off-campus via the Internet with a valid UNCG ID. Journal finder, a software system developed by Jackson Library, allows easy, convenient access to journal articles in Jackson Library's print and electronic collections, and the ability to order other articles from document delivery suppliers or interlibrary loan, all from one desktop interface. The Library's Web site—http://library.uncg.edu—is an excellent starting point for learning about all Library services and resources.

The Library has reading rooms, carrels and study areas in the stack sections, and faculty studies. Two special facilities are worth noting: the CITI (Center for Information Technology and Instruction), a computer lab frequently used for instruction; and Computing and Information Systems' SuperLab, an open computer lab with 140 PCs and Macs available for use by UNCG students, faculty, and staff. Both labs are located on the first floor in the Tower area.

The Music Division of Jackson Library, housed in the Music Building, provides collections of books, periodicals, scores, listening materials and other resources relating to music. Total holdings exceed 64,000 items.

Special collections include the Woman's Collection; the world's largest collection of cello music materials; and the Randall Jarrell, Lois Lenski, and George Herbert collections. Subjects of particular interest include collections dealing with the history of physical education and dance; American detective fiction by and about women; book arts; juvenile literature; and girls books in series. The Special Collections Division has a notable collection of rare books in several fields, including author collections of the important editions of the works of Emily Dickinson, T.E. Lawrence, and Charles Dickens.

The Library is a depository for the University archives and for materials relating to the history of UNCG. The Women Veterans Historical Project, located within the University Archives, preserves the record and encourages the study of women working in and with the military of the United States. It documents the experience of women veterans, with particular emphasis on World War II and the women of North Carolina and the institution that is now UNCG.

Jackson Library is a selective depository for U.S. government documents as well as a depository for state documents.

All students cross-registered in the Greater Greensboro Consortium have direct lending access to the libraries of these institutions. Those not cross-registered may borrow directly from the other libraries for specific projects by application through the library at their home institution.

Friends of the Library, established in 1959, supports the mission of the Library and provides major support for special collections and other projects.

Orientation (214 Elliott University Center)

The Office of Orientation coordinates a variety of programs which bring together faculty, administrators, and upperclass students to welcome new students to the campus and to assist with the transition process into the UNCG community. Programs have been designed to meet the needs of freshmen, transfer, and adult students, as well as parents and family members. Orientation activities include academic advising and registration for classes, tours of campus, information sessions, small-group activities, and campus resource fairs. Math, Chemistry, and Foreign Language placement tests are also given at this time.

Students entering UNCG in the fall semester are expected to participate in Spartan Orientation, Advising, and Registration (SOAR) which occurs in June, along with Spartan Welcome Weekend the weekend prior to the beginning of fall classes in August. Likewise, orientation programs are planned for students entering UNCG in January, prior to the beginning of spring semester classes. Go to www.uncg.edu/ori for more information.

Parking Services Office (Walker Avenue Parking Deck)

University Parking Permits may be obtained online at http://parking.uncg.edu or from the Parking Services Office. Parking permits are valid for the academic year. Permits purchased later in the year are prorated. Please call 336/334-5681 for current permit fee information.

Spartan Mail (Campus Mail Office) (Dining Hall Atrium)

The Spartan Mail Center, located in the Atrium of the Dining Hall, is responsible for the distribution and collection of campus mail. Spartan Mail handles all types of United States Postal Service mail, including Express, Certified, and Insured, as well as UPS services. Stamps are available from vending machines outside the Spartan Mail Center and in Elliott University Center. Drop boxes are located in the Atrium.

The postal service window is open 8:30 A.M.–4 P.M. weekdays and student boxes can be accessed any time the Dining Hall is open. For further information, go to:

http://spartanmail.uncg.edu.

Campus mail boxes, located in the Atrium, are for residential students only. All residential students receive a UNCG Station box number and combination during Orientation, if they have been assigned to on-campus housing. Students typically retain their campus mail boxes as long as they live on campus. Those that leave the residence halls for any reason other than to participate in a study abroad program should submit a change of address to the Spartan Mail Center. If studying abroad, so indicate on the change of address so mail will be forwarded beyond the 90 days.

Special Support Services (see Student Success Center)

Speech and Hearing Center (300 Ferguson)

Students with speech, language, voice, or hearing problems may receive evaluation and therapy from the Speech and Hearing Center operated by the Communication Sciences and Disorders Department. Students who speak English as a second language may receive assistance in foreign accent modification and may register for CSD 219-01.

Student Academic Services (159 Mossman)

Student Academic Services provides advising for undergraduates on general education (GEC) requirements and academic policies and provides programming to promote student success such as UNS 101—University Studies, SAS 100—Strategies for Academic Success, the Peer Academic Leader (PAL) Program, and Virtual Advising. The department coordinates major changes, faculty advisor assignments, academic good standing, course drop appeals, academic suspension and dismissal appeals, tuition surcharge, GEC course substitutions for UNCG courses, academic renewal, and course overload requests.

Student Affairs Office (149 Mossman)

The Office of Student Affairs provides coordination and oversight for a number of departments concerned with the quality of student life at UNCG. Departments include Adult Students, Campus Recreation, Career Services, Counseling and Testing Center, Disability Services, Elliott University Center, Housing and Residence Life, Leadership and Service Learning, Multicultural Affairs, Orientation, Student Employment, Student Life, and Student Health Services. Student Advocacy Services and Student Conduct are found in the Office of Student Affairs. The work of Student Affairs emerges from student ideas, interests, and concerns.

Student Health Services (Gove Student Health Center)

The mission of the Student Health Services is to maintain the physical, psychological, environmental, and health education needs of UNCG students. This mission is fulfilled through the delivery of primary, preventive, and educational services which are responsive, accessible, and of high quality. As a health organization operating within an academic institution, the Student Health Services is also committed to the support of the educational, research, and service missions of the University. This commitment is demonstrated through the participation in and support of programs and activities which enhance the overall well-being of the University community.

Medical Services

Students are encouraged to have their personal physicians communicate specific medical information about significant health problems, physical limitations, and psychological or emotional difficulties so that appropriate health services can be continued. Medical care providers, including physicians and physician extenders are available in the Health Center by appointment (336/334-5334) (8:00 A.M.–8:00 P.M., Monday through Friday; 9:00 A.M.–noon, Saturday; 5:00 P.M.–8:00 P.M., Sunday) to provide students with primary medical care. Clinical support services include laboratory, X-ray, and pharmacy services.

Students enrolled for nine or more hours pay a Student Health Fee each semester. This fee pays for medical office visits and Health Education and Wellness programs and services. Additional charges are assessed for some support services, such as laboratory procedures, pharmaceutical items and X-rays. Students who take less than nine hours may elect to pay the fee or may choose to be seen on a "fee-for-service" basis.

Students referred for hospitalization, specialty care, and diagnostic services not offered through the Student Health Services are responsible for the cost of these services. Students are strongly urged to obtain adequate health insurance to ensure financial coverage for unanticipated medical expenses. A cost-effective health insurance policy, designed specifically for a student population, is available. For more information, please contact the Student Health Services' Administrative Office, 336/334-5340, between 8:00 A.M. and 5:00 P.M., Monday through Friday.

Wellness Center

The Wellness Center provides programs and resources to increase student, staff, and faculty knowledge of wellness concerns. Materials (such as brochures, journals, books, and videos) in the Wellness Center are available for use as resources for the UNCG community. Wellness Center staff provides educational, health-promotion programs for campus groups and classes. Please call 2 weeks in advance to schedule programs. The Wellness Center also offers free, confidential phone and walk-in consultations on health-related issues. The Wellness Center's phone number is 336/334-3190.

Counseling and Testing Center

The primary service of the Counseling and Testing Center (CTC) is to help students meet the challenges and overcome the obstacles of their college years. Information shared between a student and a therapist is strictly confidential and will not be released without the student's written permission. The CTC offers brief individual, group, and couples' counseling and psychotherapy for enrolled students, as well as crisis intervention and referrals to community agencies. Psychological consultation is available to students, faculty, and staff concerned with the welfare of someone they know to be experiencing difficulty, such as another student, family member, etc. The CTC is also available to the University community to provide outreach and consultation to aid in developing a campus environment that fosters positive mental health. To make an appointment call the CTC at 334-5874.

The Counseling and Testing Center also administers standardized educational testing, including the Professional Assessment for Beginning Teachers (The Praxis Series), Graduate Record Exam (GRE), Law School Admission Test (LSAT), Miller's Analogy Test (MAT), and College Level Examination Program (CLEP). Applications and information on these and other testing programs are available in the Counseling and Testing Center (336/334-5874), and on the Testing Line (336/334-4156).

Student Success Center

The Student Success Center currently houses three different but related academic support service units complementing the efforts of the teaching faculty through personalized and structured approaches to learning which include tutoring, academic counseling, computer instruction, skills development, and workshops.

Learning Assistance Center (159 Reynolds Hall)

The Learning Assistance Center (LAC) provides services to help undergraduates improve their academic performance and achieve their educational goals. Free services for all undergraduate students include: peer tutoring in most 100- and 200-level courses, skills assessment, workshops, learning skills instruction, and learning skills handouts. For further information about the support services available through the LAC, call 336/334-3878, or visit the Web site at http://success.uncg.edu/lac.

Special Support Services (02 Ragsdale Hall, Lower Level)

Special Support Services (SSS) is a comprehensive educational support program sponsored by the U.S. Department of Education and UNCG. The program provides the following free services to eligible undergraduate students in a supportive and caring atmosphere that enables them to achieve high levels of academic success at UNCG: academic, career, and personal counseling; peer mentoring; graduate school guidance; peer and professional tutoring in most courses (all levels); learning skills assessment and resources; individualized instruction in study skills, writing, and computer literacy; and workshops.

Students may enroll at any point during their college careers and have continuing access to the program services until graduation. For more information about SSS, call 336/334-7533, or visit our Web site at http://success.uncg.edu/sss.

Supplemental Instruction (SI) Program (259 Brown Annex)

Supplemental Instruction (SI) is an academic support program that targets historically difficult courses. SI is a nonremedial approach to learning enrichment that increases student performance and retention. Students enrolled in SI identified courses attend regularly scheduled, out-of-class review/discussion sessions. These review sessions are informal seminars in which students review notes, discuss readings, develop organizational tools, and prepare for examinations. Students learn how to integrate course content with reasoning and study skills.

For more information about SI, call 336/334-3562 or visit our Web site at http://success.uncg.edu/si

UNCG FirstCard ID Center (121 EUC)

The UNCG FirstCard Plus is the official student identification card for all students, faculty, and staff, and is required at many campus facilities and services (Library, Student Health Center, Campus Recreation Center, The Teaching and Learning Center, and others). New undergraduates have their cards processed during their Orientation programs. IDs for continuing students are automatically validated each semester they register for classes and are valid for services once classes begin.

The UNCG FirstCard Plus offers E-Cash as a feature. Students may apply money to the E-Cash feature using cash, check, VISA, or MasterCard at the FirstCard Center, or they may use cash at Cash-to-Chip machines around campus. E-Cash can then be used at all campus dining locations, UNCG Bookstore, Campus Recreation Center, Student Health Center, Parking Services, Jackson Library, laundry, and Pepsi machines (residence halls).

Lost, stolen, or damaged IDs will be replaced upon presentation of a $15 replacement fee.

The UNCG FirstCard Center is located in Room 121, Elliott University Center. Hours of operations are M–F, 8 A.M.–5 P.M.

More information can be found at:

http://firstcard.uncg.edu or by calling 336/334-5651.

University Registrar's Office (180 Mossman) Web site: www.uncg.edu/reg

The Office of the University Registrar (336/334-5946) is responsible for the registration of all students in academic credit courses offered by the University. Registration is Web-based on the University's automated student information system, *UNCGenie*. All aspects of this process, including the preparation of schedule materials, demographic updates, registration scheduling and processing, are handled by this office. In connection with registration, the University Registrar's Office is also responsible for grade processing at the close of each semester, and maintains the official academic records for all current and former students.

Other services provided by this Office include the following:

Certifications/Verifications

The University Registrar's Office certifies student enrollment to various agencies and institutions upon the student's written request. Academic honors and athletic eligibility are also certified by this office.

Change of Address or Name

All University-related mailings access the demographic files maintained by the University Registrar's Office. A student can update his/her demographic information on the Web by accessing *UNCGenie*. Presentation of a photo ID and legal document in the University Registrar's Office is required to process a name change.

Consortium (Greater Greensboro)

UNCG students desiring to take courses at one of the local Consortium institutions (p. 21) should obtain a Consortium form in the University Registrar's Office, 180 Mossman Building.

Degree Evaluation, Graduation, and Commencement

The University Registrar's Office is responsible for the implementation and maintenance of the Curriculum, Advising, and Program Planning (CAPP) automated degree audit system. This system facilitates degree monitoring and final degree clearance. Undergraduate students must apply to the University Registrar's Office by the semester deadlines published in the University Academic Calendar in order to be certified for graduation. The University Registrar's Office coordinates the ordering of diplomas and Commencement activities.

Summer Session Credits

Although approval to be a visiting student at another college must be obtained from Student Academic Services (SAS) to have the credits transferred to UNCG for degree credits, you must submit an official transcript to the Office of the University Registrar.

Transfer Credit Articulation

The University Registrar's Office provides transfer credit evaluation for students transferring into the University. Also see pp. 19 and 43.

Transcript of Academic Record

The University Registrar's Office will provide an official UNCG transcript to any student upon written request. Transcript pick-up, mailing, and fax services are available. There is a fee for the issuance of a transcript. Call 336/334-5945 or visit the University Registrar's Web site for complete instructions about obtaining UNCG transcripts.

University Directory Information

The demographic files maintained by the University Registrar are also published in the University Directory.

Release of Student Directory Information

Unless a student requests in writing to the contrary, federal law permits the University to release the following types of information to the public without the student's consent:

> Name; mailing, permanent and e-mail address; telephone number; date of birth; dates of attendance; class enrollment status; major; degree(s); honors and awards

Suppression of Student Directory Information

Under the 1974 Family Educational Rights and Privacy Act (FERPA), the student has the right to request in writing that the disclosure of this information be withheld from persons outside the University. Please note that this information can only be suppressed from the public, NOT from University officials.

To have address and phone number information suppressed from the printed and Web University Directory and Campus Information, a student must file a form requesting suppression of information with the University Registrar's Office. The form must be filed by September 1 to avoid having the information appear in the printed Directory, while requests to suppress Web directory information can be made at any time. A request to suppress information must be filed while the student is still enrolled at the University.

Once a student's information is suppressed, it will not be released to any outside agency, nor printed in the Commencement Program upon the student's graduation, without the student's written consent. The suppression of information remains in effect until revoked in writing by the student, even after the student is no longer enrolled at the University. Former students may request in writing that earlier suppression requests be revoked.

Parents' Information

Information concerning parents of students (names, addresses, phone numbers, etc.) is not made available as it is not considered directory information.

Release of Grades and GPA Information

Grades and grade point averages are never released to agencies or persons outside the University without the written consent of the student. Grades and GPA information is not given out over the telephone.

Veterans Services and Certification

Veterans enrollment certification is handled by the University Registrar's Office. See p. 22 for more information.

University Teaching and Learning Center (TLC) (McNutt)

This center provides instructional support for students and faculty at UNCG through three divisions and the Office of the Director.

Creative Services provides production of audio, video, graphic, and photographic materials for use by faculty in instruction and research. Staff of this division will also consult with faculty concerning desktop publishing and multimedia production and presentation.

Classroom Technical Support provides a variety of support services to faculty including maintenance of instructional equipment and training in its operation, consultation on instructional technology systems, and installation of these systems.

Media Services provides services related to the purchase and circulation of instructional videotapes and equipment, optical mark scanning for test scoring and data collection, and the sale of selected instructional supplies. Limited loan of instructional equipment and instructional videotapes are available to students with written permission on departmental letterhead. An entertainment collection of more than 6,000 feature videotapes is available for free loan to students who register for this service. Some restrictions may apply.

The Office of the Director assists faculty in enhancing teaching skills, improving courses, and resolving instructional problems. The office sponsors seminars, workshops, and teleconferences and also offers individual consultation. In addition, the office administers several grants including the Advancement of Teaching and Learning Grants (ATL), the Faculty Instructional Development Mini-Grants, and the John and Mary Hamil Fund for Innovation in Undergraduate Education. The office also provides support for UNCG's distance education initiative through administration of the Blackboard course management software.

Campus Opportunities

Student Life

College provides students with many exciting and challenging growth experiences. It is a time when students begin preparing for their careers and shaping the rest of their lives.

The University and all its resources are organized to offer students an academic experience of the first order. Self-realization and growth in individual competencies is also achieved through student participation in a variety of co-curricular experiences including social, cultural, intellectual, recreational, spiritual, and governance programs.

The following list represents a portion of programs and activities scheduled on campus during a given academic year:

- UNCG Open House (Pre-orientation program for prospective students)
- UNCG Theatre
- University Concert/Lecture Series
- African American History Events
- Women's History Celebration
- Student Government Association
- Homecoming
- Luminaries Display
- UNCG Symphony Orchestra
- Athletic Events
- Students Taking Active Responsibility (STAR)
- Family Weekend
- Spring Fling
- Intramural Sports
- Commuter Student Association Deli
- Leadership Education and Development Seminars (LEAD Seminars)
- Career Days
- Fitness Testing
- Fall Kickoff
- Martin Luther King, Jr. Celebration
- Office of Student Life Movie Series
- International Festival
- Outdoor Adventures

Elliott University Center

The Elliott University Center (EUC) has been literally and symbolically identified as UNCG's center since it opened in 1953. It is a familiar home base for students, faculty, and staff; a meeting place for activities, events, and ceremonies; and a greeting place for campus visitors. Located at a key pedestrian crossroads on campus, the EUC is convenient for most of the UNCG community at some time each day.

Day-to-day operations in the EUC and the coordination of events and activities held in the building are the responsibility of the Office of Student Life (OSL). In its role as building manager, the Office of Student Life sponsors and facilitates programs and services that intentionally foster interaction among students, student organizations, and the University community.

The EUC houses spaces consisting of a 480-seat auditorium; a multicultural resource center; a meditation center; meeting rooms with state-of-the-art technology; open lounge areas; as well as meeting and office spaces for student organizations and offices including the Office of Student Life, the Career Services Center, Disability Services, the Office of Orientation, the Office of Multicultural Affairs, the Office of Leadership and Service Learning, and the Office for Adult Students. The UNCG FirstCard Center, UNCG Bookstore, and the University Box Office and Arts Information Center are also housed within the EUC.

Dining options in the Elliott University Center include Burger King™, Chick-Fil-A® Express, Quiznos® Sub, Kettle Classics, Pizza Hut Express, the Salad Garden™, JUMP® Asian Express Cuisine™ (Asian and sushi), and a quick place to pick up Krispy Kreme Doughnuts® daily. Cranberry Farms serves up rotisserie chicken and home-style favorites appropriately within a student budget. Charlie's Fine Coffees and More is a student favorite for coffee, tea, and specialty drinks, conveniently located in the EUC. A campus grocery store, The Marketplace, is located on the first floor and offers fresh produce, convenience items, and a special section of organic, vegetarian, vegan, and fat-free products.

Retail space is maintained by the University Bookstore and Wachovia and Cash Points (State Employees Credit Union) automated teller machines (ATMs). A postage vending machine, FirstCard Cash-to-Chip machine, and photocopiers are also located near the Information Desk. For more information, please visit http://euc.uncg.edu.

Specialized spaces and services in EUC include:

- The Information Desk—Located on the first floor near the grand stairwell. Friendly students are willing to assist with general information including directions to a building on campus, off-campus apartment and roommate listings, maps of the city of Greensboro, local bus schedules, and other reference resources. The Info Desk can also help with information concerning student addresses and telephone numbers, for lost and found matters, and event calendar information. Stop by or call the information line at 334-5510;
- Game Room—A great place for something to do between classes and studying. Located on the ground floor, the game room has competition-sized billiard tables, pinball and video machines, air hockey, table tennis, and board games. Catch the latest sporting events on the wide-screen TV. The game room can be reserved for special events and groups upon request. Hours are 12:00 P.M.–10:00 P.M., Monday–Saturday and 12:00 P.M.–6:00 P.M. on Sunday;
- University Box Office and Arts Information Center—Located on the first floor is a full service box office offering tickets to all UNCG Theatre, Music, and Dance events, the University Concert/Lecture Series, and other activities on campus. The box office staff also provides information on arts events off campus as well. Contact the Box Office at 334-4849 Monday–Friday, 12:00 P.M.–5:00 P.M.;
- The EUC Art Gallery provides an additional opportunity on the UNCG campus to highlight traveling visual artists' exhibits as well as faculty and student exhibits. Whether you are an art lover or just want to check out something new and exciting, the EUC gallery is the place for you!
- Macintosh computers are located within the dining area for e-mail and Internet access;
- Informational kiosks with touch screens are located on the Ground and first floors;
- A television lounge is located on the ground floor in Room 50; and
- Services as varied as providing lockers for commuter students, an emergency car care kit, and a ride board.

The Reservations Office is responsible for coordination of meeting and lounge space in EUC. No rental fee is charged to affiliated student organizations, student study groups, or University departments for use of space; however, fees are assessed for special services provided by Elliott Center staff, for special room arrangements other than standard setup, for catering and for equipment (see EUC Policy Manual pp. 2–4). Non-University-affiliated groups wishing to rent facilities will be handled on a case-by-case basis and will be referred to the Office of Continual Learning for sponsorship. Rental and other fees will be charged. Profit-making ventures are excluded by law from the University campus (see Merchandising Policy). The Reservations office is located in room 221 and is open Monday through Friday, 8:00 A.M. until 4:00 P.M. Call 334-5378 for more information or visit http://reservations.uncg.edu.

Hours of Operation*:

Elliott University Center:

Monday–Thursday: 7 A.M.–11 P.M.
Friday: 7 A.M.–10 P.M.
Saturday: 8 A.M.–10 P.M.
Sunday: 10 A.M.–11 P.M.

Elliott University Center Food Court:

Monday–Thursday: 7 A.M.–8 P.M.
Friday: 7 A.M.–4 P.M.
Saturday–Sunday: 11 A.M.–7 P.M.

**All hours subject to change.*

Peabody Park

Peabody Park is a wooded, grassy, and stream-dissected tract of land at the north end of the UNCG campus. Established as the University's educational park in 1901 by President McIver and the philanthropist George Foster Peabody, the Park has supported the academic and recreational objectives of the University for one hundred years.

Although the Park's original 125 acres have been reduced to thirty-four by University expansion, the portion of the Park that remains is a vital refuge for a wide variety of animals and plants, as well as a pleasant retreat from the business of the Campus. The Park's fields are home to many native and introduced species characteristic of the Carolina Piedmont, while the Park's woods are a fragment of the native oak-hickory forest that once covered this entire region of the United States. The branches of Buffalo Creek that flow through the Park are headwaters of North Carolina's Cape Fear river system.

More information about the Park can be found by following the Peabody Park link on the Department of Biology Web page at www.uncg.edu/bio.

Weatherspoon Art Museum (Anne and Benjamin Cone Building)

The Weatherspoon Art Museum, UNCG's contemporary art museum, is nationally known for its collections and dynamic exhibition program. The museum's mission is to exhibit, collect, interpret, and preserve the work of nationally recognized American artists from the beginning of the 20th century to the present. Founded in 1942, the museum is named for Elizabeth McIver Weatherspoon, a member of the first Department of Art, who taught art education for more than 30 years, and sister of Charles Duncan McIver, the first president of the institution (Woman's College, later to become UNCG). The Weatherspoon earned accreditation from the American Association of Museums in 1995.

The Weatherspoon is located on the UNCG campus in the award-winning Anne and Benjamin Cone Building at the corner of Spring Garden and Tate Streets. Six galleries, a sculpture courtyard, and the atrium feature twenty or more exhibitions throughout the year, offering students, faculty, and the public opportunities to see and learn directly from significant examples of modern and contemporary art. The Weatherspoon offers regular tours and educational programs that include lectures and gallery talks by visiting artists, scholars, and critics; panel discussions; film and video series; and other after hours events. Admission is free and open to the public. The Museum is wheelchair accessible. Hours are Tuesday through Friday, 10 A.M. to 5 P.M., Thursday 10 A.M. to 8 P.M. (beginning fall 2002), and Saturday and Sunday, 1 to 5 P.M.

The Weatherspoon Art Museum has focused on building a permanent collection of modern and contemporary American art, acquiring significant and innovative works of the time. The collection now numbers close to 6,000 works of art that represent all major art movements from the beginning of the 20th century to the present. Willem de Kooning, Robert Rauschenberg, Louise Bourgeois, Alexander Calder, Cindy Sherman, Louise Nevelson, and Andy Warhol are just a few of the major artists represented. Other highlights include the Dillard Collection of Art on Paper; the Etta and Claribel Cone Collection, which includes prints and bronzes by Henri Matisse and other European and American modernists; and the Lenoir C. Wright Collection of Japanese Prints. Acquisition endowment funds enable the museum to purchase works for the collection on an ongoing basis.

The Weatherspoon Art Museum Association, an auxiliary membership organization, has played a vital role in supporting the museum's growth. The Weatherspoon Guild is a group of active volunteers who assist with education and special events and run the museum store, which offers unique and affordable gifts. The Contemporary Art Collecting Group sponsors lectures by noted art world figures, visits to artists' studios, and trips. University students can participate in the museum docent program and other volunteer opportunities. Student membership in the museum is $15 per year and provides a number of benefits including exhibition announcements; a subscription to the quarterly newsletter, *ARTicles*; and invitations to the Members' Night reception, the *Art on Paper* preview party, and other special members' events. Students are also invited to join the Weatherspoon Guild and Contemporary Art Collecting Group. For further information, call 336/334-5770 or visit the Web site at:

http://weatherspoon.uncg.edu.

University Concert/Lecture Series (UC/LS)

Each year, the University Concert/Lecture Series (UC/LS) presents an assortment of programs including musical concerts, drama, and dance by touring performing artists. A committee of students, faculty, and staff serve as an advisory board to the Office of Student Life for the selection of each performance.

As season subscribers, students enjoy the innovative variety and excitement for which UC/LS is best known. UNCG students can purchase season tickets for as little as $32, or $6 for individual performances. Students may purchase two discounted tickets per performance with their UNCG Student ID and invite a family member or friend to share the excitement of a live show.

Season tickets are on sale beginning in June through the University Box Office in the Elliott University Center. Tickets for individual performances are available beginning in August. During the academic year, the Box Office is open from 12 P.M. to 5 P.M., Monday through Friday at both the EUC and School of Music locations. For further information, call the University Box Office and Arts Information Line at 336/334-4TIX (4849) or the Office of Student Life at 334-5800, or visit http://ucls.uncg.edu for the most current information.

Music Performance Organizations

All music performance organizations are open to all University students by audition.

Chamber Singers
Collegium Musicum
Contemporary Chamber Players
Pep Band
Percussion Ensemble
Symphonic Band
University Band
University Chorale
University Glee Club—Men's
University Glee Club—Women's
University Jazz Ensemble
University Symphony
University Wind Ensemble
University Women's Choir
World Music Ensemble

Other chamber ensembles for instrumentalists are organized each semester.

University Dance Programs

The UNCG Department of Dance provides performance, choreographic, and production opportunities for qualified undergraduate and graduate students. Most dance concerts are produced in the Department's own theater, a 155-seat state-of-the-art facility in the Health and Human Performance Building (Walker Street entrance). The Department produces 6–10 dance concerts per semester, with choreography by students, faculty, and guest artists. Auditions for performers are held at the beginning of each semester. Students who wish to participate in technical production activities may register for the appropriate courses or contact the Department's Technical Director. Students interested in any facet of the Department's activities should contact the Department office.

University Theatre Programs

The Department of Theatre has five production programs. These programs present a balanced selection of works each year involving plays, a musical, and an opera. Plays include works selected from a four year rotation among the significant periods and genres of drama and also include works designed for young audiences. These plays offer exceptional opportunities for students to work in all dimensions of theatrical production. All students, regardless of major, are encouraged to audition for shows and to volunteer for backstage opportunities. With the exception of a few professional guest artists, roles are reserved for students and are not cast from non-student community residents.

UNCG Theatre

Four major works, including at least one musical, are produced each year in the theatre in Taylor Building and Aycock Auditorium. Directed by faculty, guest artists, and advanced graduate students, these plays provide a major showcase of student design and acting talent. The UNCG Theatre also co-produces an opera each year in cooperation with the School of Music.

Studio Theatre

Three plays are usually presented each year in the Studio Theatre series. These plays focus on directing and acting challenges within Brown Auditorium and are directed by M.F.A. directing candidates or faculty.

Workshop Theatre

An average of 35 short plays or scenes are directed and performed by students with faculty supervision in the Workshop Theatre. Numerous roles are available in these shows and rehearsal periods are limited to 20 hours, making them an excellent opportunity for non-majors to act. Audition notices are posted on the first floor level of the Taylor Building. Productions are in Brown Auditorium at 3:30 P.M. on most Monday afternoons after the third week of each semester. Students and the public are invited to attend Workshop Theatre free of charge.

North Carolina Theatre for Young People

The North Carolina Theatre for Young People (NCTYP) Touring Company produces two or three plays each year, which are presented both on campus and toured extensively in North Carolina and the region. Each year NCTYP produces a major, non-touring production on campus.

Summer Theatre Program

The UNCG Summer Repertory Theatre Program produces a series of plays which are presented on campus during June. The program is designed to meet the educational needs of students, especially B.F.A. and M.F.A. candidates who are completing internship requirements. Auditions are open to any enrolled student, however, and summer term practicum courses are available for non-majors.

Student Media

The Carolinian—UNCG's student newspaper is published weekly during the academic year except during holidays and examination periods. The purpose of *The Carolinian* is to publish all campus news, local, state, and national news of relevance to the campus, and other articles of interest to the campus. Visit them online at www.carolinianonline.com.

The Coraddi—UNCG's student literary magazine is published twice during the academic year. The purpose of *Coraddi* is to publish the work of talented students in the field of poetry, fiction, art, and photography. *The Coraddi* provides experience and training in a non-academic setting to those students interested in editing, illustration, design, layout, and the entire field of magazine publishing. You may visit them online at www.thecoraddi.com.

WUAG—Music 103 is UNCG's student operated radio station located at 103 on the FM dial. WUAG is totally operated by students under the University Station Advisory Board. WUAG is on the air seven days a week offering album-oriented rock and jazz in a progressive, noncommercial format. Its purposes are to entertain and inform students about events on campus and in the community and to provide academic extracurricular radio experience for those interested in broadcasting. WUAG news, programming, music, production, and programming departments are open to all UNCG students. Visit them online at www.uncg.edu/wua.

2004–05 UNCG Affiliated Student Organizations

Campus organizations recognized/affiliated during the 2003–04 academic year are listed below. The UNCG Student Calendar/Handbook contains detailed descriptions and membership information on formally recognized student organizations and activities. Information is also available online within the Office of Student Life's Web site at http://studentlife.uncg.edu.

Political and Activist Groups

Amnesty International
Animal Rights Group
Better Days Coalition
Coalition of Progressive Students
College Libertarians
College Republicans
International Socialist Organization
NAACP (National Association for the Advancement of Colored People)
Political Awareness Club
UNCG Patriot
VOX Voices for Planned Parenthood

Multicultural Organizations

African Students Union
Asian Students Association
Caribbean Students Association
Chinese Student Association
International Students Association
Milan (South Asian) Students Association
Muslim Student Association
Native American Student Association
Neo-Black Society (NBS)
SALSA (Spanish American Latino Student Association)

Performing and Fine Arts

Artists Unite!
Au Chanté
Behind Melody
Cliché (Modeling)

Essence Dance and Step Troop
Phi Mu Alpha Sinfonia
Related Promotions
Sapphires (Women's Vocal)
Spartan Force Marching Band
Spartones (Men's Vocal)
Student Art Alliance

Performing and Fine Arts Administered by the School of Music

University Chorale
University Glee Club—Men's
University Glee Club—Women's
University Jazz Ensemble
University Symphony

Community Service and Philanthropic Organizations

Alpha Phi Omega
Classics Club
Habitat for Humanity
Hope and Company (Worldwide Literacy)
MADhouse
Relay for Life
Rotaract
Students for Organ Donation
Students of Action
UNCG UNICEF
University Ambassadors

Special Interest Organizations

Adult Students' Association
Association for Computing Machinery
Bhakti Yoga Club
Campus Activities Board (CAB)
Chess Club
Healthy Models
PRIDE! (Proudly Representing Individuality, Diversity, and Equality)
Science Fiction Fantasy Federation
Student Veterans Association
UNC Green

National Societies, Professional Groups, and Departmental Organizations

Alpha Omicron Beta Kappa (Deaf Education)
Alpha Psi Omega (Broadcasting, Cinema, and Theatre)
Animal Science and Pre Vet Association
Association of Nursing Students
Beta Alpha Psi (Accounting)
Beta Iota Omicron (Biology)
Biology Graduate Student Association
Black Business Student Association
Black Graduate Student Association
Black Nursing Student Association
Chi Eta Phi Nursing Society, Inc.
Collegiate Middle Level Association
Communication Club
Council for Exceptional Children
Counselor Education Student Association
Curry Education Society
Deaf Hearing College Connection
Delta Sigma Pi (Business)
Economics Club
El Club de Espanol
English Graduate Student Association
Geography Club
History Club
International Interior Design Association
Kappa Delta Pi (Education)
Legal Professions Association
Masters of Public Affairs Student Alliance
Model United Nations
Mu Phi Epsilon
National Association of Social Workers Student Organization (NASW-SO)
National Student Speech Language Hearing Association (NSSLHA)
Nutrition Club
Nutrition Graduate Student Association
Phi Sigma Pi (Scholarship, Leadership, and Fellowship)
Philosophy Club
Psi Chi (Psychology)
Sigma Alpha Lambda (Service, Achievement, and Leadership)
Sigma Phi Omega (Gerontology)
Sociology Club
Spartan Television
Student Anthropology Society
Student Historic Preservation Association
Teaching Fellows
UNCG Association of Black Communicators and Journalists

Greek Organizations

Interfraternity Council—Fraternities (IFC)

Kappa Delta Rho
Lambda Chi Alpha
Pi Kappa Phi
Sigma Nu
Sigma Phi Epsilon

Religious Organizations

Baptist Student Union
Campus Crusade for Christ
Catholic Student Fellowship
Christian Science Association
Daystar College Ministry
Hillel, The Foundation for Jewish Campus Life
InterVarsity Christian Fellowship
Latter-Day Saints Student Association
Nurse's Christian Fellowship
Pentecostals of Apostolic Faith
Presbyterian Campus Ministry

R.E.A.L. Christian Fellowship
Refuge Campus Ministry
Seraphim
St. Mary's House Anglican/Episcopal Center
Victory Campus Ministries
Wesley-Luther Campus Ministry
Wicca Pagan Students Association

Media Organizations

The Carolinian Newspaper
The Coraddi Literary Magazine
WUAG Radio

Sports Clubs

Club Bicycle
Club Equestrian Team
Club Fencing
Club Football
Club Rugby-Men's
Club Rugby-Women's
Club Soccer-Women's
Club Swim
Club Ultimate Frisbee—Men's
Club Ultimate Frisbee—Women's

Honorary Societies

Alpha Kappa Delta (Sociology)
Alpha Kappa Psi (Business)
Alpha Lambda Delta (Freshmen)
Beta Beta Beta (Biological Science)
Beta Gamma Sigma (Business and Economics)
Chi Sigma Iota (Counseling)
Eta Sigma Gamma (Health Education)
Eta Sigma Phi (Latin and Greek)
Gamma Theta Upsilon (Geography)
Golden Chain (Leadership, Scholarship, and Service)
Kappa Omicron Nu (Human Environmental Science)
Lambda Pi Eta (Communication)
Mu Phi Epsilon (Music)
Omicron Delta Epsilon (Economics)
Order of Omega (Greek)
Phi Alpha, Iota Nu (Social Work)
Phi Beta Kappa (Liberal Studies)
Phi Sigma Tau (Philosophy)
Pi Delta Phi (French)
Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha (Political Science)
Sigma Delta Pi (Spanish)
Sigma Pi Sigma (Physics)
UNCG Leadership Challenge—Bronze
UNCG Leadership Challenge—Gold
UNCG Leadership Challenge—Silver
UNCG National Residence Hall Honorary
University Marshals (Academic and Service)
Upsilon Pi Upsilon (Computing Science)

Governance Organizations

Club Sports Council
College Panhellenic (CPh)
Graduate Student Association
Interfraternity Council (IFC)
National Pan-Hellenic Council (NPHC)
Residence Hall Association
Student Government Association
University Media Board

Athletics & Recreation

On-campus facilities include gymnasia, weight and exercise rooms, a fitness course, athletic training facility, an indoor swimming pool, dance studios, several golf holes, twelve lighted tennis courts, and playing fields for soccer, softball, and other field sports.

Intercollegiate Athletics

The University fields eight men's and eight women's teams, all affiliated with the NCAA Division I and the Southern Conference:

Men's Teams	Women's Teams
Baseball	Basketball
Basketball	Cross Country and Track
Cross Country and Track	Golf
Golf	Soccer
Soccer	Softball
Tennis	Tennis
Wrestling	Volleyball

The University also supports a pep band, a dance team, and a coed cheerleading squad.

UNCG is a member of one of the oldest and most respected Division I conferences in the nation. The Southern Conference has the following members: Appalachian State University, University of Tennessee at Chattanooga, College of Charleston, The Citadel, Davidson College, Elon University, Furman University, Georgia Southern University, UNC Greensboro, Wofford College, and Western Carolina University.

UNCG sports schedules for the 2005–06 season are highlighted by contests with some of the biggest names in collegiate athletics. In addition to Southern Conference foes and in-state and regional rivals, home and road contests are scheduled with Atlantic Coast Conference members and other nationally ranked teams in a variety of sports.

The Spartans compete in outstanding home facilities. UNCG's Soccer Stadium, completed in 1991, seats 3,540 and is the scene for all home men's and women's soccer games. The Michael B. Fleming Gymnasium in the HHP Building, completed in 1989, seats 2,320 and is the home for basketball, volleyball, and wrestling contests. The baseball stadium, completed in 1999, seats 900 with additional lawn seating down both foul lines. It is one of the finest on-campus facilities in the South. The newly remodeled tennis facility has twelve courts and spectator seating. A new softball stadium is scheduled to be completed in spring 2006, making it one of the top collegiate softball stadiums in the Southeast. The Greensboro Coliseum, located just one mile from campus, is the site of some home basketball contests. Students are admitted free to

all regular-season contests (with the exception of preseason and postseason contests.)

The men's basketball team won the Southern Conference title in 2001 and reached the NCAA Tournament for the second time in five years. In 2002, for the first time in UNCG history, the men's team received a bid to the Postseason National Invitation Tournament (NIT). The following season, the men's team received the opportunity to compete in the Postseason NIT. This was the first time in UNCG and Southern Conference history that a team had served as a host site for such a nationally recognized event. The women's basketball program won the Southern Conference title in 1998 and played in the first round of the NCAA Tournament at Alabama. In 2002, the women's team received a bid to participate in the Postseason Women's NIT, the first time in the program's history.

The men's soccer program has captured three Southern Conference titles and made six NCAA Tournament appearances, and boasts four All-Americans. In the 2004 season, the men's soccer team was ranked in the Top 10 for most of the season and was the consensus No. 1-ranked team for three consecutive weeks. The Spartans were defeated at home in the third round by the eventual national champion runner-up team, UCSB. The women's soccer program has captured six Southern Conference titles and has made six NCAA Tournament appearances. In 1997, 2000, and 2003 the women's team advanced to the second round of the NCAA Tournament. The softball program has experienced tremendous success in Division I. The program has produced four Southern Conference Players of the Year. The baseball program has established itself as one of the premier teams in the Southern Conference.

Equity in Athletics

Pursuant to the federal Equity in Athletics Disclosure Act, information about equity in UNCG's intercollegiate athletics programs may be obtained from the UNCG Athletic Department, 337 HHP Building, UNCG, PO Box 26168, Greensboro, NC 27402-6168.

Campus Recreation (Student Recreation Center)

Located in the Student Recreation Center, the Department of Campus Recreation provides a wide variety of recreational services for the University community including intramural sports, fitness programs, informal recreation, club sports, *Team QUESt* (a team-building/challenge course), and Outdoor Adventures. The Rec Center covers 86,900 square feet and includes a 38′ indoor climbing wall, a three-court gymnasium for basketball, volleyball, soccer, and badminton, a jogging track, racquetball courts, and two weight rooms with Magnum, Cybex, and free weights. Cardiovascular exercise areas include bikes, elliptical trainers, treadmills, and rowers. Four televisions are available on the second floor for workout entertainment. The Department employs a large number of students as facility supervisors, fitness instructors, lifeguards, graphic artists, intramural officials, Piney Lake staff, receptionists, outdoor rental center supervisors, climbing wall monitors, *Team QUESt* facilitators, and Outdoor Adventures trip leaders.

The Student Recreation Center, and pool in the HHP building, are open extended hours each week for members' convenience. Additionally, the University's swimming pool, golf practice area, tennis courts, and lighted fields are available for informal recreation throughout the day. Rec schedules are available at the Student Recreation Center or at www.uncg.edu/cam.

The Fitness Program offers numerous opportunities for individuals to participate in group exercise classes, which are offered on a daily basis in the fitness and spin studios at the Student Recreation Center and in Rosenthal Pool for the water aerobic classes. The Fitness Improvement Training (F.I.T.) program offers the beginner and non-exerciser fitness orientation and proper setup and exercise technique. For all exercisers the F.I.T. program offers free fitness assessments. Specialty classes, such as Power Yoga and Pilates, are popular, non-credit activities that are available each semester for a nominal fee. The Personal Training program offers one-on-one instruction that incorporates a specialized workout designed for each individual's specific goals. The fee is minimal for this service and individuals can sign up at the reception desk on the fourth floor of the Student Recreation Center.

The Outdoor Adventures Center is comprised of outdoor trips and an outdoor equipment rental center. Both program offices are in the Outdoor Adventures Center on the first floor of the east side of the Rec Center. The trip program offers river and sea kayaking, hiking, mountain biking, caving, skiing, and rock climbing. For a personal trip or outing, maps and basic equipment for hiking and camping are available at the Outdoor Adventures Center.

Team QUESt, Quality University Experiences for Students, is an activity-based leadership and team-building program that teaches the skills necessary for a group to succeed. *Team QUESt* teaches these skills using a number of different activities that allow all ages and physical abilities to participate. Programs are designed to meet the client's specific needs. The following activities can be selected: low and high ropes course, team orienteering, classroom workshops, and portable initiatives. For more information call 336/334-4855 or e-mail teamquest@uncg.edu.

The Edge is a 38′ indoor climbing wall located in the north end of the Student Recreation Center. Climbing is free to students and Rec Center members with the requirement of a belay and safety class. The wall provides climate-controlled rock climbing with challenges for the beginner as well as the most advanced climbers.

The Intramural Sports Program offers leagues for men and women in the following sports: volleyball, basketball, flag football, racquetball, indoor and outdoor soccer, and softball. A co-rec program, which involves men and women participating on the same team or as a doubles entry, includes virtually all aforementioned sports. The Department of Campus Recreation also sponsors special events that include the Faculty/Staff/Student golf tournaments and the Jitters Jog.

Club sports are offered for students interested in equestrian, fencing, men's and women's soccer, volleyball, men's and women's rugby, ultimate frisbee, ice hockey, swimming, Ken Do, and football. Clubs are student-run organizations that are instructional as well as competitive within the region. Students interested in forming a club are invited to contact the Assistant Director for Club Sports at 334-5924.

Piney Lake Recreation is new to the Department of Campus Recreation and will offer the University community informal recreation programs as well as opportunities to reserve the lodges and picnic area. The Piney Lake Recreation Program will include seasonal recreation opportunities for students, faculty, staff, and their families to use the lake and surrounding area. The lake will be open for swimming, kayaking, canoeing, and fishing (catch and release). The area near the lake will be open for sunbathing, Frisbee, volleyball, horseshoes, and picnics. The use of the lake will end around mid-October.

Piney Lake Facility reservations are open all year and include the Hilltop Lodge, Lakeside Lodge, and grassy, picnic area. These two lodges have recently been renovated for small and large group meetings and retreats. The Hilltop Lodge has a backdrop of pine and hardwood trees and sits in an open grassy area. The Lakeside Lodge is located at the edge of the woods with windows that face the lake. Each lodge offers relaxing and comfortable spaces to meet with friends and colleagues. Both facilities are accessible and include heating/cooling, new lighting, a fireplace, restrooms, and carpeting in the Lakeside Lodge.

Piney Lake is located about 15 minutes southeast of campus. Hours, program details, and directions to Piney Lake are available at the Recreation Center or on the Campus Rec Web site. Currently enrolled students will be able to use Piney Lake for free and memberships are available for faculty/staff and spouses. Summer memberships will be available for students who attended UNCG in the spring and are registered for the next fall semester. For more information, contact Campus Recreation at 334-5924.

UNCG students, faculty, staff, alumni and their spouses are encouraged to join the Student Recreation Center for many great fitness and recreational opportunities.

A schedule of building hours and program information can be obtained at the Center, by calling the recorded information line (336/334-3060), or via the Web site:

www.uncg.edu/cam

Important contact information for the Campus Recreation Center is as follows:

Web site: www.uncg.edu/cam	
Campus Recreation Office	334-5924
Main Desk	334-4030
Outdoor Adventures	334-4033
The Edge (Climbing Wall)	334-4708
Team QUESt	334-4855
24-hour information line	334-3060

University Advancement, Alumni, and Friends of UNCG

University Advancement

University Advancement is responsible for coordinating and promoting activities that advance public understanding of the University and also for obtaining private financial support for the University. University Advancement carries a variety of responsibilities including educating all constituencies about the University—its strengths and its needs. It also stimulates private giving by creating an awareness of the important role that private gifts play in UNCG's present and future.

Fund-raising is carried out on a coordinated basis by the Advancement Office. This includes solicitations from alumni, community members, business entities, and foundations. Both outright gifts as well as gifts in the form of charitable trusts, annuities, life insurance, and bequests are opportunities for giving.

Advancement Services Office

The Advancement Services Office is responsible for managing biographic, gift, and other information on alumni, friends, corporations, and foundations to support activities of the Division of University Advancement, the UNCG Alumni Association, and various University departments.

Alumni Affairs

UNCG's Office of Alumni Affairs works to foster alumni interest in and loyalty to the University by providing programs and activities which involve alumni with UNCG. The Office serves as the University's central point of contact for alumni and coordinates alumni involvement in admissions programs, career networking, and, with the Alumni Association, develops programs and activities that lead current students to involvement as alumni.

The Alumni House houses alumni activity events and provides rooms for receptions and meetings for the University community and Association members. It also houses offices of the Division of University Advancement and the offices of the Alumni Association.

Annual Giving

The UNCG Annual Giving Office is an integral part of the fundraising effort at the university, as it offers a distinct opportunity for alumni, families, friends, students, faculty, and staff to make an annual gift to the university. Through direct mail and phonathon campaigns, annual gifts may be restricted or unrestricted. Unrestricted gifts are designated to the UNCG Annual Fund, which provides critical current operating support. Restricted gift campaigns managed through the Annual Giving Office provide strengthened financial resources in other areas of the university.

Development

The Development Office designs and manages programs leading to gifts from alumni, friends, corporations, and foundations to support the University's faculty and students. Program areas include major gifts, planned giving, corporate and foundation giving, and the Annual Fund.

University Relations

The University Relations office is the primary communication unit of the University. This unit consists of institutional marketing, special programs, media relations, publications, and Web communication. Additional communication outlets include the UNCG Speaker's Bureau, *UNCG Magazine*, and *Campus Weekly* responsibilities.

Friends of UNCG

UNCG is not an academic ivory tower apart from the community and world around it. Business groups, individuals, alumni, the Greensboro community, and friends of the University throughout North Carolina give to and receive from UNCG in a realistic, academically healthy exchange of ideas, resources, and programs.

UNCG's continuing education programs, special seminars, University Concert/Lecture Series, and student productions and concerts receive community patronage and enthusiastic support. In addition, business and civic leaders and interested individuals join forces with UNCG to provide internships, scholarships for deserving students, and funds to enrich UNCG's various programs.

Among UNCG's friends and supportive groups are the following:

Angels of the UNCG Theatre

Organized in 1960 by alumni and friends to assist in UNCG productions and to provide financial assistance for talented students in theatre.

Board of Visitors

Established by UNCG's Excellence Foundation in 1998, the Board of Visitors is an advocacy group for the University. Comprised of 75 alumni and community members, the Board of Visitors work on initiatives identified by the University including corporate relations, merit scholarship fundraising, and stewardship identification. Members serve three-year terms.

Friends of the Library

Organized in 1959 to help present the mission and needs of the library to the people of North Carolina. Special projects include enriching the book collection and the nationally recognized Woman's Collection, bringing speakers to campus, and providing library services to the entire community.

Human Environmental Sciences Foundation

Organized in 1946 as a charitable, nonprofit educational corporation to aid and promote, through financial assistance and other means, all types of education and research, both undergraduate and graduate, in the School of Human Environmental Sciences. Present endowment exceeds $5 million.

The Spartan Club

The Spartan Club was established in 1986. Its mission is to provide all scholarship support for UNCG student athletes through private gifts. No state funds are utilized.

The UNCG Excellence Foundation

Organized in 1966 by 42 business and civic leaders in Greensboro "to aid and promote, by financial assistance and otherwise, excellence in higher education, service, and research at UNCG." Present endowment exceeds $49 million. The fund supports seven Excellence Foundation professorships as well as scholarships, fellowships, academic programs, and other University endeavors.

UNCG Musical Arts Guild

Organized in 1972 to promote the School of Music by encouraging attendance at concerts, aiding in the development of scholarships, and assisting with musical programs and projects and the purchase of recordings and specialized equipment.

Weatherspoon Museum Association

Organized in 1942 and expanded in 1964 with the formation of the Weatherspoon Guild. Objectives are to stimulate interest in art, assist with exhibitions, and offer financial support for the permanent collection of contemporary art, recognized as the most outstanding in the Southeast.

9. University History, Officers, Faculty, & Governance

The History of The University of North Carolina: 1789–2005

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Greensboro is one of 16 constituent institutions of the multicampus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions, and another was founded to educate Native Americans. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists. The institution that became UNCG was chartered in 1891.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now The University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University), and Woman's College (now The University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president.

By 1969, three additional campuses had joined the University through legislative action: The University of North Carolina at Charlotte, The University of North Carolina at Asheville, and The University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current sixteen-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996, Pembroke State University was renamed The University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The thirty-two voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as nonvoting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a nonvoting member.

Each of the sixteen constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex officio. (The North Carolina School of the Arts has two additional ex officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

Constituent Institutions of The University of North Carolina

Appalachian State University (Boone)
Founded 1899
UNC System: 1972

East Carolina University (Greenville)
Established 1907
UNC System: 1972

Elizabeth City State University
Established 1891
UNC System: 1972

Fayetteville State University
Established 1867
UNC System: 1972

North Carolina Agricultural and Technical State University (Greensboro)
Established 1891
UNC System: 1972

North Carolina Central University (Durham)
Founded 1909
UNC System: 1972

North Carolina School of the Arts (Winston-Salem)
Established 1963
UNC System: 1972

North Carolina State University (Raleigh)
Founded 1887
UNC System: 1931

The University of North Carolina at Asheville
Founded 1927
UNC System: 1969

The University of North Carolina at Chapel Hill
Chartered 1789

The University of North Carolina at Charlotte
Established 1946
UNC System: 1965

The University of North Carolina at Greensboro
Chartered 1891
UNC System: 1931

The University of North Carolina at Pembroke
Founded 1887
UNC System: 1972

The University of North Carolina at Wilmington
Established 1947
UNC System: 1969

Western Carolina University (Cullowhee)
Founded 1889
UNC System: 1972

Winston-Salem State University
Founded 1892
UNC System: 1972

In 1985, the **North Carolina School of Science and Mathematics** was granted status as an affiliate of The University of North Carolina.

Officers of The University of North Carolina

Molly Corbett Broad, B.A., M.A.—President

Gretchen M. Bataille, B.A., M.A., D.A.—Senior Vice President for Academic Affairs

Wayne McDevitt, B.A.—Senior Vice President for University Affairs

Bart Corgnati—Secretary of the University

Jeffrey Davies, B.S., M.B.A, C.P.A.—Vice President for Finance and Chief Financial Officer

Mark Fleming, B.S., M.B.A.—Vice President for Government Relations

Cynthia J. Lawson, B.A., M.A.—Vice President for Communications and Strategy Development

Russ Lea, B.S., M.S., Ph.D.—Vice President for Research and Sponsored Programs

Alan Mabe, B.A., M.A., Ph.D.—Vice President for Academic Planning

Robyn R. Render, B.S., M.S., Ph.D.—Vice President for Information Resources and Chief Information Officer

Richard L. Thompson, A.A., A.B., M.A.T., Ed.D.—Vice President for University School Programs

Leslie Winner, A.B., J.D.—Vice President and General Counsel

The Board of Governors of The University of North Carolina

Class of 2005	Class of 2007
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Bert Collins	John W. Davis III
Ray S. Farris	Peter D. Hans
Dudley E. Flood	Peter Keber
Hannah D. Gage	Adelaide Daniels Key
Willie J. Gilchrist	G. Leroy Lail
H. Frank Grainger	Charles S. Norwood
Charles H. Mercer, Jr.	Cary C. Owen
Jim W. Phillips, Jr.	Patsy B. Perry
J. Craig Souza	Gladys Ashe Robinson
Robert F. Warwick	Estelle "Bunny" Sanders
J. Bradley Wilson	Priscilla P. Taylor

Members Emeriti
James E. Holshouser, Jr.
Benjamin S. Ruffin

Ex Officio
Amanda M. Devore

The History of The University of North Carolina at Greensboro

The first state-supported school for the higher education of women in North Carolina was chartered in 1891 as the **State Normal and Industrial School**. It opened on October 5, 1892 to 223 students, a 15-member faculty, and classes in three departments: business, domestic science, and teaching. Charles Duncan McIver, who with other pioneers in public education crusaded for higher education for women, was the first president of the institution, serving from 1892 until his death in 1906.

In 1896 State Normal's name was changed to the **State Normal and Industrial College**.

In 1919, the school was renamed **North Carolina College for Women**, as it continued to educate women in the liberal arts with particular emphasis in the fields of teaching, home economics, music, and physical education.

The first graduate degree, the Master of Arts, was awarded in 1922.

The General Assembly of 1931 combined the North Carolina College for Women, The University of North Carolina (at Chapel Hill) and the North Carolina State College of Agriculture and Engineering (at Raleigh) into a Consolidated University. The campus at Greensboro thus became **The Woman's College of the University of North Carolina.**

"WC" became coeducational in 1963 when laws were amended to authorize admission of both men and women at all levels of instruction on all University campuses. At that time, the Greensboro campus was again renamed as **The University of North Carolina at Greensboro**. The first doctoral degree was awarded in 1963.

In October 1971 the General Assembly adopted legislation which combined all 16 of the state-supported institutions of higher education into a single University of North Carolina, governed by a board of governors and administered by a president. Each constituent institution has a separate board of trustees and is administered by a chancellor.

Patricia A. Sullivan became the ninth chancellor and the first woman chancellor of the University.

UNCG's fall 2004 enrollment was 14,644—22% of whom were graduate students. Currently, there are 889 budgeted FTE faculty positions. UNCG offers over 100 undergraduate areas of study, master's degrees in a wide variety of concentrations, and 20 doctoral programs. The campus on Spring Garden Street, its original location, has grown to 204 acres and 93 buildings.

The Board of Trustees of The University of North Carolina at Greensboro

Academic Year 2004–05

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JoAnne Smart Drane
Carol F. Matney
Kenneth C. Mayer, Jr.
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Karen McNeil-Miller
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Thomas W. Ross
Thomas R. Sloan
Theresa M. Stone

Ex Officio Member (one-year term)

Dara Edelman, President, UNCG Student Government

The Officers of The University of North Carolina at Greensboro

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Sharlene R. O'Neil, Interim Executive Assistant to the Chancellor, B.S.
Lucien Capone III, University Counsel, B.A., J.D.
Jennifer A. Palancia, Assistant University Counsel, B.A., M.Ed., J.D.
Nelson E. Bobb, Director, Intercollegiate Athletics, B.S., M.Ed.

Office of the Provost

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Senior Associate Provost for Academic Affairs
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Interim Associate Provost for Enrollment Services
M. Cynthia Farris., B.A., M.Ed., Ph.D.
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Rosemary C. Wander, B.S., M.S., Ph.D.
Associate Provost for International Programs
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School of Education
Dale H. Schunk, Dean, B.A., M.A., Ph.D.
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School of Health and Human Performance
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Elise K. Keller, Senior Director, B.A., M.S.
Division of Continual Learning
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Financial Aid
Deborah D. Tollefson, Director, B.A., M.S.
International Student and Scholar Services
Anelise Z. Hofmann, Director, B.A.
Library
Rosann Bazirjian, University Librarian, B.A., M.L.S., M.S.
Research Services
Beverly B. Maddox-Britt, Director, B.S., M.S., Ed.D.
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John E. Foreman, Director, B.A., M.A.
Student Academic Services
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Study Abroad and Exchange Programs
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Summer Session
Nora S. Reynolds, Executive Director, A.B.
University Registrar's Office
Ellen H. Robbins, University Registrar, B.A., M.Ed.
University Teaching and Learning Center (UTLC)
Ray C. Purdom, Director, B.S., M.S., Ph.D.
Weatherspoon Art Museum
Nancy M. Doll, Director, B.F.A., M.A.

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Associate Vice Chancellor for Facilities
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Associate Vice Chancellor for Finance
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Associate Vice Chancellor for Human Resources
R. Alan Bridge, B.A., M.A.
Auxiliary Services
Michael T. Byers, Director, B.A.
Business Services
Shannon B. Clegg, Director, B.A.

Office of Information Technology and Planning
Vice Chancellor for Information Technology and Planning
James Clotfelter, B.A., M.A., Ph.D.
Associate Vice Chancellor for Data Services
Larry R. Henson, B.A., M.S., M.B.A.
Associate Vice Chancellor for Information Technology and Chief Technology Officer
Kenneth McCollum, B.A., M.S., Ph.D.
Assistant Vice Chancellor for Technology Planning
R. Chuck Curry, Jr., B.A.
Assistant Vice Chancellor for Management and Budget
Victoria Gaskill, B.S.B.A., B.S.
Director of Data Management
Carolyn Della Mea, B.S., M.S., M.A., Ph.D.
Interim Assistant Vice Chancellor for IT-Networks
Donna Heath, B.S., M.S.
Assistant Vice Chancellor for IT-Systems
Susan S. Hensley, B.S.
Telecommunications
Chris A. Malone, Director, B.S.
Interim Assistant Vice Chancellor for IT-Management Information Systems
Moreland Smith, B.A.
Assistant Vice Chancellor for IT-Services
Gloria Thornton, B.S., M.A.

Office of Student Affairs
Vice Chancellor for Student Affairs
Carol S. Disque, B.A., M.Ed., Ph.D.
Associate Vice Chancellor for Student Affairs
Cheryl M. Callahan, B.A., M.Ed., Ph.D.
Assistant Vice Chancellor for Student Affairs and Director of Student Life
Bruce J. Michaels, B.A., M.A.
Dean of Students
Jennifer Day Shaw, B.A., M.S., Ph.D.
Adult Students
Brooks G. Graham, Director, B.A.
Campus Recreation
Cynthia M. Hardy, Director, B.S., M.A.
Career Services Center
Donna J. Seckar, Director, B.A., M.Ed.
Counseling and Testing Center
John A. Edwards, Director, B.A., M.A., Ph.D.
Office of Disability Services
Mary Culkin, Director, B.A., B.S., M.S.
Housing and Residence Life
Mary L. Hummel, Director, B.A., M.Ed., Ph.D.
Leadership and Service Learning
Cathy H. Hamilton, Director, B.A., M.S., Ph.D.
Multicultural Affairs
Audrey Daniel, Director, B.S., M.S.
Orientation
Kim Sousa-Peoples, Director, B.A., M.Ed., Ph.D.
Student Health Services
Tresa M. Saxton, Director, B.A., M.P.H., Ph.D.

Office of University Advancement
Vice Chancellor for University Advancement
Patricia W. Stewart, M.S., Ed.D.
Associate Vice Chancellor for University Relations
Helen D. Hebert, B.A., M.A.
Assistant Vice Chancellor for Development
Raymond Covington, B.A., M.A., Ph.D.
Assistant Vice Chancellor for Central Development Programs
Lynn Bresko, B.A.
Assistant Vice Chancellor for Development Constituent Programs
Laura Pitts, B.A., M.Ed.
Advancement Services
Vacant
Alumni Affairs
Laura Keever, Interim Director, B.S.
Annual Giving
Terri Burris, Director, B.S.
Corporate Foundation Relations
Susan Larson, Senior Director, B.A., M.A.
Development for Athletics/Spartan Club
Virginia J. Cornell, Director, B.A.
University Relations
Steve Gilliam, Director, B.A.
Web Communications
Miriam C. Barkley, Director, B.A., M.L.S.

Teaching Faculty

This list reflects faculty appointments held during the academic year 2004–05 and includes appointments and promotions that become effective on July 1, 2005.

Terry Ackerman (1999), Professor, Educational Research Methodology. B.S., University of Wisconsin Madison; M.S., Ph.D., University of Wisconsin Milwaukee.

Moses Acquaah (2000), Assistant Professor, Business Administration. B.A., University of Science and Technology (Ghana); M.A., M.B.A., Simon Fraser University (Canada); Ph.D., University of Wisconsin Milwaukee.

Jeffrey T. Adams (1985), Associate Professor, German and Russian. B.A., Lycoming College; M.A., Arizona State University; Ph.D., Northwestern University.

Rebecca G. Adams (1983), Professor, Sociology. B.A., Trinity College; M.A., Ph.D., University of Chicago.

Amy Adamson (2000), Assistant Professor, Biology. B.S., State University of New York at Geneseo; Ph.D., Johns Hopkins University.

Kathleen Ahern (1993), Assistant Professor, German and Russian. B.A., Arizona State University; M.A., Ph.D., The University of North Carolina at Chapel Hill.

Aqueil Ahmad (1999), Assistant Professor, Sociology. B.S., M.S., Ph.D., Aligarh University (India).

K. Porter Aichele (1990), Associate Professor, Art. B.A., M.A., Vanderbilt University; M.A., Ph.D., Bryn Mawr College.

Riad Ajami (1996), Professor, Business Administration, Charles A. Hayes Distinguished Professor of Business, Director of the Center for Global Business Education and Research. B.S., Western Michigan University; M.B.A., Portland State University; Ph.D., Pennsylvania State University.

Kenneth D. Allan (1995), Associate Professor, Sociology. B.S., Northern Arizona University; M.S., Ph.D., University of California Riverside.

Wesley D. Allan (2001), Assistant Professor, Psychology. B.A., M.A., University of Nevada Las Vegas; Ph.D., University of Missouri Columbia.

Laurie Allen (2004), Lecturer, Nutrition. B.S., M.Ed., The University of North Carolina at Greensboro.

Stuart D. Allen (1976), Professor, Economics. Department Head. B.A., Wake Forest University; Ph.D., University of Virginia.

Emelia P. Amoako (1999), Lecturer, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.

Kwasi Amoako-Gyampah (1990), Associate Professor and Department Head, Information Systems and Operations Management. B.Sc., University of Science and Technology (Ghana); M.S., University of Missouri Rolla; M.B.A., Virginia Polytechnic Institute and State University; Ph.D., University of Cincinnati.

Michael Ananian (1994), Associate Professor, Art. B.F.A., Rhode Island School of Design; M.F.A., Yale University.

Arthur Anastopoulos (1995), Professor, Psychology. B.A., Tufts University; M.A., Wake Forest University; Ph.D., Purdue University.

James Anderson (1999), Assistant Professor, History. B.A., Harvard University; M.A., Ph.D., University of Washington.

Susan Andreatta (1997), Associate Professor, Anthropology. B.A., University of Delaware; M.A., Iowa State University; Ph.D., Michigan State University.

Lydia Arledge (1992), Lecturer, Business Administration. Associate Director for International Student Services, Bryan School Advising Center. B.S., M.S., Louisiana State University and A&M College.

Mark V. Armstrong (2001), Lecturer, Mathematical Sciences. B.A., Erskine College; M.S., Wake Forest University.

Frances C. Arndt (1977), Lecturer/Director, Residential College. B.A., College of William and Mary; M.A., Ph.D., Duke University.

Robert Aronson (2001), Assistant Professor, Public Health Education. B.A., Wheaton College; M.P.H., The University of North Carolina at Chapel Hill; D.P.H., John Hopkins University.

C. Edward Arrington (1998), Professor, Accounting. Department Head. B.A., M.A., University of Southern Mississippi; D.B.A., Florida State University.

Annette Asfaw (2004), Assistant Professor, Specialized Education Services. B.A., M.A., The University of North Colorado; Ph.D., The University of Kansas.

Dennis W. AsKew (1992), Associate Professor, School of Music. B.M., University of Georgia; M.M., Pennsylvania State University; D.M.A., The University of Michigan.

Julia Aucoin (2002), Assistant Professor, School of Nursing. D.N.S., M.S.N., B.S.N., Louisiana State University Medical Center.

David Ayers (2002), Assistant Professor, Curriculum and Instruction. B.S., M.A., Appalachian State University; Ed.D., North Carolina State University.

Ceola R. Baber (1989), Associate Professor, Curriculum and Instruction. B.A., California State University, Sacramento; M.A., Stanford University; Ph.D., Purdue University.

Martica Bacallao (2004), Visiting Assistant Professor, Social Work. B.A., Elementary Education and Theater; M.A., George Washington University; M.S.S.W., University of Wisconsin Madison.

Edward S. Bach (1991), Associate Professor, School of Music. B.Mus., Brandon (Manitoba); M.Mus., D.M.A., British Columbia (Canada).

Raleigh Bailey (1997), Senior Research Scientist, Social Work. B.A., Florida Southern College; M.D., Boston University; Ph.D., Hartford Seminary Foundation.

Carol F. Baker (2000), Visiting Assistant Professor, School of Nursing. B.S.N., The Ohio State University; M.S., University of Michigan; Ph.D., University of Texas at Austin.

Denise N. Baker (1975), Professor, English. Associate Dean, College of Arts and Sciences. B.A., University of Michigan Dearborn; M.A., University of California Santa Barbara; Ph.D., Virginia Commonwealth University.

Jennifer L. Baker (2003), Lecturer, Communication. B.A., B.S., M.A., University of Texas Austin.

Marilynn W. Baker (1998), Lecturer, Business Administration. B.A., Guilford College; M.B.A., The University of North Carolina at Greensboro.

Sheldon D. Balbirer (1974), Associate Professor, Business Administration, Director, M.B.A. Program. B.S., Carnegie Institute of Technology; Ph.D., The University of North Carolina at Chapel Hill.

Melissa C. Ball (2000), Lecturer, Art. B.S., Appalachian State University; M.F.A., The University of North Carolina at Greensboro.

Robert B. Banks (1982), Associate Professor, Chemistry and Biochemistry. B.A., Vanderbilt University; M.S., Ph.D., Florida State University.

Mary Jean Bannon (2003), Lecturer, School of Nursing. M.S.N., The University of North Carolina at Greensboro; B.S.N., University of Ottawa (Canada).

Beth E. Barba (1989), Associate Professor, School of Nursing. B.A., B.S.N., Jersey City State College; M.A., Ph.D., New York University.

Matthew Barr (1994), Associate Professor, Broadcasting and Cinema. B.A., San Francisco State University; M.F.A., University of California, Los Angeles.

Mary Ashley Barret (1998), Associate Professor, School of Music. B.M., Eastman School of Music; M.M., Baylor University; D.M., Florida State University.

Pamela P. Barron (1999), Associate Professor, Library and Information Studies. B.A., University of Florida; M.L.S., A.M.D., Ph.D., Florida State University.

T. Robin Bartlett (1992), Assistant Professor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro; Ph.D., The University of North Carolina at Chapel Hill.

Richard Barton (1998), Associate Professor, History. B.A., Williams College; M.A., Ph.D., University of California, Santa Barbara.

Daniel T. Bass (2001), Lecturer, Mathematical Sciences. B.S., M.Ed., Ph.D., Auburn University.

Karin Baumgartner (1999), Assistant Professor, German and Russian. B.A., M.A., University of Minnesota; Ph.D., Washington University St. Louis.

Geoffrey D. Baym (2002), Assistant Professor, Broadcasting and Cinema. B.S.J., Northwestern University; M.A., Ph.D., University of Utah.

Tatia Beal (2000), Lecturer, Romance Languages. B.A., M.A., Michigan State University.

Walter H. Beale (1971), Professor, English. B.A., Wake Forest University; M.A., Ph.D., University of Michigan Ann Arbor.

Peter M. Bearse (1998), Associate Professor, Economics. B.A., The University of North Carolina at Chapel Hill; M.A., Ph.D., University of Virginia.

Anne M. Beavan (1995), Lecturer, Art. B.A., Marymount College; M.Ed., American University.

Leandra A. Bedini (1992), Associate Professor, Recreation, Tourism, and Hospitality Management. B.S., East Carolina University; M.S., Michigan State University; Ph.D., University of Maryland College Park.

Michael A. Beitler (1997), Lecturer, Business Administration. B.S., University of Central Florida; M.A., Vermont College Norwich; Ph.D., Union Institute.

Deborah Bell (1980), Professor, Theatre. B.A., Morehead State University; M.F.A., University of Minnesota Duluth.

Margo O. Bender (1985), Lecturer, Romance Languages. B.A., M.A., University of Nebraska Lincoln; Ph.D., The University of North Carolina at Chapel Hill.

D. Gordon Bennett (1967), Professor, Geography. B.A., East Carolina University; M.A., Ph.D., Michigan State University.

James M. Benshoff (1989), Professor, Counseling and Educational Development. B.A., College of William and Mary; M.Ed., George Mason University; Ph.D., American University.

Daniel L. Bibeau (1984), Associate Professor, Public Health Education. Department Head. B.S., M.S., Texas A&M University; Ph.D., Pennsylvania State University.

Timothy B. Biggart (1997), Assistant Professor, Accounting. B.A., University of Alabama in Huntsville; M.S., University of Colorado Denver; Ph.D., Florida State University.

Jodi E. Bilinkoff (1982), Associate Professor, History. B.A., University of Michigan Dearborn; M.A., Ph.D., Princeton University.

Carlette M. Blackmon (1996), Lecturer, Mathematical Sciences. A.B., The University of North Carolina at Chapel Hill; M.Ed., The University of North Carolina at Greensboro.

Nikki Blair (2001), Assistant Professor, Art. B.F.A., Southern Illinois University; M.F.A., The Ohio State University.

Francine Blanchet-Sadri (1990), Associate Professor, Mathematical Sciences. B.S., Université du Québec à Trois-Rivières (Canada); M.S., Princeton University; Ph.D., McGill University (Canada).

Annie Bland (2003), Visiting Assistant Professor, School of Nursing. B.S.N., East Carolina University; M.S.N., The University of North Carolina at Chapel Hill; Ph.D., University of South Carolina.

Stewart Michael Bond (2004), Lecturer, School of Nursing. M.S.N., The University of North Carolina at Chapel Hill; B.S.N., University of Virginia; M.T.S., Vanderbilt Divinity School.

L. DiAnne Borders (1987), Professor, Counseling and Educational Development. Department Chair. B.A., The University of North Carolina at Greensboro; M.A., Wake Forest University; Ph.D., University of Florida.

J. Phillip Bowen (2004), Professor, Chemistry and Biochemistry. B.S., Piedmont College; Ph.D., Emory University.

John C. Bowers, III (2000), Lecturer, Information Systems and Operations Management. B.B.A., James Madison University; M.S., University of Virginia.

J. Alan Boyette (1991), Lecturer, Political Science, Senior Associate Provost for Academic Administration. B.A., The University of North Carolina at Chapel Hill; M.S., University of Tennessee, Knoxville; Ph.D., The University of North Carolina at Chapel Hill.

Carolyn Boyles (2001), Visiting Assistant Professor, Specialized Education Services. B.S., Auburn University; M.Ed., Appalachian State University; Ed.D., The University of North Carolina at Greensboro.

Sharon L. Bracci (1999), Assistant Professor, Communication. B.A., Wayne State University; M.A., The Ohio State University; M.A., Case Western Reserve University; Ph.D., The Ohio State University.

Robert Bracey (2003), Assistant Professor, School of Music. B.M., Michigan State University; M.M., D.M.A., University of Michigan Ann Arbor.

Madeline A. Bradley (1987), Lecturer, Mathematical Sciences. B.S.N., University of Florida; M.A., The University of North Carolina at Greensboro.

Rachel Briley (2003), Assistant Professor, Theatre. B.A., The Catholic University of America; M.F.A., Arizona State University.

Andrew C. Brod (1989), Lecturer, Economics. Director, Office of Applied Business and Economic Research. B.A., Illinois State University; M.A., Ph.D., University of Minnesota Twin Cities.

Craig Brown (1998), Lecturer, School of Music. B.M., University of Michigan.

Hazel N. Brown (1974), Professor, School of Nursing. B.S.N., Berea College; M.A., Wake Forest University; M.S.N., Ed.D., The University of North Carolina at Greensboro.

Julie V. Brown (1983), Associate Professor, Sociology. B.A., Wells College; M.A., Ph.D., University of Pennsylvania.

Lew G. Brown (1986), Associate Professor, Business Administration. B.A., M.P.A., M.B.A., Ph.D., The University of North Carolina at Chapel Hill.

Shelly L. Brown (2002), Assistant Professor, Sociology. B.A., University of Maryland-Eastern Shore; M.S., Ph.D., University of Michigan-Ann Arbor.

Dale L. Brubaker (1971), Professor, Educational Leadership and Cultural Foundations. B.A., Albion College; M.A., Ph.D., Michigan State University.

Susan J. Buck (1988), Associate Professor, Political Science. B.S., University of Florida; M.S.Ed., Ph.D., Virginia Polytechnic Institute and State University.

Nancy Bucknall (1994), Lecturer, English. Director, College of Arts and Sciences Advising. B.A., University of Central Arkansas; M.A., The University of North Carolina at Chapel Hill.

Cheryl Buehler (2003), Professor, Human Development and Family Studies. B.S., Iowa State University; M.S., Ph.D., University of Minnesota, St. Paul.

James Bumgardner (2000), Lecturer, School of Music. M.M., The University of North Carolina at Greensboro.

Ricky Lee Bunch (2004), Assistant Professor, Geography. B.S., The Ohio State University; M.S., Ph.D., University of South Carolina.

Joseph Bundy (1995), Lecturer, Biology. B.A., M.Ed., The University of North Carolina at Greensboro.

Kelly J. Burke (1989), Professor, School of Music. B.M., M.M., Eastman School of Music, University of Rochester; D.M.A., The University of Michigan.

Dennis A. Burnes (1989), Lecturer, Chemistry and Biochemistry. B.A., Augustana College.

Michael Burns (1994), Associate Professor, School of Music. B.M., Victoria University (Wellington, New Zealand); M.M., New England Conservatory; D.M.A., Cincinnati College Conservatory.

William D. Bursuck (2004), Professor, Specialized Education Services. B.A., Hobart College; M.S., State University of New York; M.A., University of Vermont; Ph.D., University of Illinois.

Rhonda C. Butler (2002), Lecturer, Business Administration. B.A., North Carolina State University; M.B.A., The University of North Carolina at Charlotte.

Eleanor H. Buttner (1985), Professor, Business Administration. B.A., Hollins University; M.B.A., University of Pennsylvania; Ph.D., The University of North Carolina at Chapel Hill.

Eric T. Byrd (2003), Assistant Professor, Recreation, Tourism, and Hospitality Management. B.S., Appalachian State University; M.S., Ph.D., North Carolina State University.

Kenneth A. Byrd (1969), Assistant Professor, Mathematical Sciences. B.S., Duke University; Ph.D., North Carolina State University.

Bruce J. Caldwell (1978), Joe Rosenthal Excellence Professor, Economics. B.A., College of William and Mary; Ph.D., The University of North Carolina at Chapel Hill.

Robert M. Calhoon (1964), Professor, History. B.A., College of Wooster; M.A., Ph.D., Case Western Reserve University.

Susan Calkins (1994), Professor, Psychology. B.A., Wellesley College; Ed.M., Harvard University; Ph.D., University of Maryland College Park.

Anita Campitelli (1987), Lecturer, German and Russian. B.A., New College; M.A., Northwestern University.

Roberto E. Campo (1989), Associate Professor, Romance Languages. B.A., University of California, Irvine; M.A., Ph.D., University of Pennsylvania.

Kenneth L. Caneva (1979), Professor, History. B.S., Massachusetts Institute of Technology; Ph.D., Princeton University.

Robert E. Cannon (1972), Professor, Biology. B.A., Earlham College; M.S., Ph.D., University of Delaware.

Sherrie D. Cannoy (2000), Lecturer, Information Systems and Operations Management. B.S., M.S.B.E., M.S., The University of North Carolina at Greensboro.

Bonnie F. Canziani (2000), Associate Professor, Hospitality and Tourism Management. B.A., M.M.H., Ph.D., Cornell University.

Guy Capuzzo (2003), Assistant Professor, School of Music. B.M., William Patterson University; M.A., Aaron Copland School of Music, Queens College, The City University of New York; Ph.D., Eastman School of Music, University of Rochester.

David Carlone (2000), Assistant Professor, Communication. B.A., North Carolina State University; M.A., The University of North Carolina at Chapel Hill; Ph.D., University of Colorado.

Heidi B. Carlone (2000), Assistant Professor, Curriculum and Instruction. B.S., North Carolina State University; Ph.D., University of Colorado.

James V. Carmichael, Jr. (1988), Professor, Library and Information Studies. B.A., M.Lib., Emory University; Ph.D., The University of North Carolina at Chapel Hill.

Peter Carmichael (2000), Assistant Professor, History. B.A., Indiana University; M.A., Ph.D., Pennsylvania State University.

Betty A. Carpenter (1973), Lecturer/Assistant Director, Residential College. B.S., M.A., George Peabody College.

Rebecca L. Carver (2003), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., Trinity College; M.A., Ph.D., Stanford University.

Gregory D. Carroll (1981), Associate Professor, School of Music. B.A., St. John's University; M.A., Ph.D., University of Iowa.

William P. Carroll (1984), Professor, School of Music. B.M., Millsaps College; M.M., M.S.M., Southern Methodist University; D.M.A., University of Cincinnati.

Barbara C. Carter (1988), Lecturer, Mathematical Sciences. B.A., B.S., M.Ed., The University of North Carolina at Greensboro.

Kathleen Casey (1989), Associate Professor, Educational Leadership and Cultural Foundations. B.A., The College of New Rochelle; M.A., University of Leeds (England); Ph.D., University of Wisconsin Madison.

Pamela R. Cash (1987), Lecturer, Business Administration. Assistant Dean, Bryan School of Business and Economics. B.S., Clemson University; M.S., The University of North Carolina at Greensboro.

Craig S. Cashwell (2000), Professor, Counseling and Educational Development. A.B., The University of North Carolina at Chapel Hill; M.Ed., Ph.D., The University of North Carolina at Greensboro.

Deborah J. Cassidy (1990), Associate Professor, Human Development and Family Studies. B.S., Northern Illinois University; M.S., Ph.D., University of Illinois Urbana-Champaign.

Jody T. Cauthen (2000), Lecturer, Theatre. B.F.A., Northern Kentucky University; M.A., Saint Mary's University of Minnesota.

Michael D. Cauthen (1996), Lecturer, African American Studies Program, and Residential College (1997). B.A., Alfred University; M.S., Purdue University.

Nadja B. Cech (2001), Assistant Professor, Chemistry and Biochemistry. B.S., Southern Oregon University; Ph.D., University of New Mexico.

Patricia A. Chamings (1985), Professor, School of Nursing. B.S.N., M.N., University of Florida; Ph.D., George Peabody College. F.A.A.N.

Laura A. Chesak (1992), Associate Professor, Romance Languages. B.A., Purdue University; M.A., Ph.D., University of Wisconsin Madison.

Joanne Chesley (2002), Assistant Professor, Educational Leadership and Cultural Foundations. B.S., Virginia State University; M.Ed., The University of North Carolina at Charlotte; Ed.D., The University of North Carolina at Chapel Hill.

Arelys Chevalier (2004), Lecturer, Social Work. B.S., State University of New York; M.S.W., University of Tennessee Memphis.

Maya Chhetri (1999), Assistant Professor, Mathematical Sciences. B.S., Calcutta University (India); M.S., Tribhuban University (Nepal); Ph.D., Mississippi State University.

Alex Chigogidze (2003), Helen Barton Excellence Professor and Department Head, Mathematical Sciences. B.S., M.S., Ph.D., Tbilisi State University (Georgia); D.Sc., Moscow State University (Russia).

Elizabeth Chiseri-Strater (1993), Associate Professor, English. B.A., M.A., New York University; Ph.D., University of New Hampshire.

Chang-Bum Choi (2001), Assistant Professor, Business Administration. B.A., M.S., Chung-Ang University (Korea); M.I.M., American Graduate School of International Management; Ph.D., University of Western Ontario (Canada).

Jacqueline M. Cimorelli (1977), Associate Professor and Department Head, Communication Sciences and Disorders. B.A., Ohio University; M.A., Our Lady of the Lake College; Ph.D., The Pennsylvania State University.

Jacalyn A. Claes (1996), Assistant Professor, Social Work. B.S., M.S., Western Illinois University; M.S.W., Ph.D., University of Iowa.

Jenny C. Clapp (1997), Clinical Assistant Professor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.

James L. Clark (1979), Lecturer, English. Executive Director of Creative Writing. B.A., Florida State; M.Div., Duke University; M.F.A., The University of North Carolina at Greensboro.

Ned A. Cline (1990), Lecturer, English. B.S., Catawba College.

James Clotfelter (1977), Professor, Political Science, Vice Chancellor for Administration and Planning. B.A., The University of North Carolina at Chapel Hill; M.A., University of Wisconsin Madison; Ph.D., The University of North Carolina at Chapel Hill.

Tanya Coakley (2004), Assistant Professor, Social Work. B.S.W., The University of North Carolina at Greensboro; M.S.W., University of South Carolina; Ph.D., University of Tennessee Knoxville.

Larry D. Coble (1994), Lecturer, Educational Leadership and Cultural Foundations. B.S., Campbell University; M.Ed., Ed.D., The University of North Carolina at Greensboro.

Edna Cogdell (2005), Assistant Professor, Library and Information Studies. B.S., Fayetteville State University; M.S., North Carolina A&T State University; M.L.I.S., North Carolina Central University; Ed.D., Fayetteville State University.

M. Jeffrey Colbert (1988), Lecturer, Political Science. B.A., M.P.A., The University of North Carolina at Greensboro.

Susan K. R. Collins (1996), Lecturer, School of Nursing. B.S.N., Northern Arizona University; M.S.N., The University of North Carolina at Chapel Hill.

William A. Collins (1989), Professor, Accounting, Director, M.S.A. Program. B.S., University of Massachusetts; M.B.A., State University of California, San Jose; Ph.D., University of Washington Seattle.

Eileen J. Colon (2003), Lecturer, School of Nursing. M.S.N., The University of North Carolina at Greensboro; B.S.N., California State University, Fullerton; A.D.N., Cerritas Community College.

Mary V. Compton (1988), Associate Professor, Specialized Education Services. B.A., Greensboro College; M.Ed., The University of North Carolina at Greensboro; M.Ed., Smith College; Ed.D., University of Virginia.

Alan D. Cook (1991), Professor, Theatre. B.A., M.F.A., University of Utah.

Camille Wilson Cooper (2003), Assistant Professor, Educational Leadership and Cultural Foundations. B.A., Whittier College; M.A., University of Michigan; Ph.D., University of California, Los Angeles.

Jewell E. Cooper (2001), Assistant Professor, Curriculum and Instruction. B.A., The University of North Carolina at Greensboro; M.S., University of Memphis; Ph.D., The University of North Carolina at Greensboro.

Maria Córdoba (1993), Lecturer, Romance Languages. B.A., Universidad Panamericana; M.A., Universidad Latina.

Nancy F. Courts (1967), Associate Professor, School of Nursing. B.S., Emory University; M.S., The University of North Carolina at Chapel Hill; Ph.D., The University of North Carolina at Greensboro.

Kay J. Cowen (1984), Clinical Associate Professor, School of Nursing. B.S.N., East Carolina University; M.S.N., The University of North Carolina at Greensboro.

Amy E. Cox (2003), Assistant Professor, Business Administration. B.A., Duke University; M.B.A., University of Michigan; Ph.D., University of Minnesota.

James C. Cox, Jr. (2002), Lecturer, Business Administration. B.A., Duke University; M.A., The University of North Carolina at Greensboro; M.B.A., Wake Forest University; Ph.D., Florida State University.

Patricia Crane (2001), Assistant Professor, School of Nursing. B.S.N., Northeast Louisiana University; M.S.N., Northwestern State University; Ph.D., University of Arkansas for Medical Sciences.

Angela T. Cranor (2002), Academic Professional Instructor, Human Development and Family Studies. B.S., The University of North Carolina at Chapel Hill; M.S., Ph.D., The University of North Carolina at Greensboro.

Alicia Creus (1991), Lecturer, Art. Universidad de Buenos Aires (Brazil); New York Studio School.

William E. Crowther (1986), Professor, Political Science. B.A., Humboldt State University; M.A., Ph.D., University of California, Los Angeles.

Steven R. Cureton (1997), Associate Professor, Sociology. B.A., North Carolina A&T State University; M.A., Ph.D., Washington State University.

Keith Cushman (1976), Professor, English. B.A., Harvard University; Ph.D., Princeton University.

Linda C. Danford (1989), Lecturer, Classical Studies. B.A., Smith College; M.A., Yale University.

Stephen C. Danford (1976), Associate Professor and Department Head, Physics and Astronomy. B.A., Dartmouth College; M.S., Ph.D., Yale University.

Stephen F. Dattalo (1981), Lecturer, Romance Languages. B.A., The Ohio State University; M.Ed., The University of North Carolina at Greensboro.

Jackie Daughton (1993), Lecturer, Romance Languages. B.A., The University of North Carolina at Asheville; M.Ed., The University of North Carolina at Greensboro.

Chris Davis (1999), Lecturer, Communication. B.A., Virginia Polytechnic Institute and State University; M.A., The University of North Carolina at Greensboro.

Dorothy I. Davis (1985), Lecturer, Anthropology. B.A., The University of North Carolina at Greensboro; M.A., The University of North Carolina at Chapel Hill.

James B. Davis (2003), Lecturer, Art. B.A., Carson-Newman College; M.F.A., The University of North Carolina at Greensboro.

Noah C. Davis (2004), Lecturer, Theatre. B.F.A., The University of North Carolina at Greensboro.

Paul G. Davis (2000), Assistant Professor, Exercise and Sport Science. B.S.Ed., Western Carolina University; M.S., Ph.D., University of South Carolina Columbia.

Amanda E. Dawsey (2001), Assistant Professor, Economics. B.A., Duke University; Ph.D., University of Maryland College Park.

G. Brent Dawson (2003), Assistant Professor, Chemistry and Biochemistry. B.S., Furman University; Ph.D., Iowa State University.

John Deal (2001), Professor and Dean, School of Music. B.M., M.M., Bowling Green State University; Ph.D., University of Iowa. Aspen Music Festival, Orchestral Conducting. Harvard University, Management Development Program.

Keith G. Debbage (1988), Professor, Geography. B.S., University of Dundee (Scotland); M.S., University of Surrey (England); Ph.D., University of Georgia.

Sara A. deBot (1989), Lecturer, Chemistry and Biochemistry. B.M., Rollins College; B.S., Winston-Salem State University; M.S., The University of North Carolina at Greensboro.

Jacqueline K. DeBrew (1997), Clinical Assistant Professor, School of Nursing. B.S.N., M.S.N., The University of North Carolina at Greensboro.

Anthony J. DeCasper (1975), Professor, Psychology. B.A., Akron University; M.A., Ph.D., Emory University.

Daniel DeGooyer (2000), Assistant Professor, Communication. B.A., University of Utah; M.A., University of Montana; Ph.D., University of Iowa.

Ruth H. DeHoog (1990), Professor and Department Head, Political Science. B.A., Calvin College; M.A., Ph.D., Michigan State University.

Jessica E. Delk (2003), Lecturer, Communication. B.A., Lynchburg College; M.A., The University of North Carolina at Greensboro.

David H. Demo (1996), Professor and Department Chair, Human Development and Family Studies. B.A., University of Richmond; M.S., Virginia Commonwealth University; Ph.D., Cornell University.

Susan T. Dennison (1995), Associate Professor, Social Work. B.S.W., University of Detroit; M.S.W., Barry College.

Will Derusha (1995), Assistant Professor, Romance Languages. B.A., Georgia State University; M.A., Ph.D., The University of Georgia.

Margaret J. Dick (1987), Associate Professor, School of Nursing. B.S.N., Washington State University; M.S., Boston University; Ph.D., University of Texas Austin.

Susan Dietrich (1996), Associate Professor, Communication Sciences and Disorders. B.A., San Diego State University; M.A., Ph.D., The University of Oklahoma, Oklahoma City Health Sciences Center.

Ann H. Dils (1996), Associate Professor, Dance. B.A., University of Kentucky; M.A., The Ohio State University; Ph.D., New York University.

George Dimock (1994), Associate Professor, Art. B.A., Harvard University; M.F.A., Rochester Institute of Technology; Ph.D., University of Rochester.

Joseph A. DiPiazza (1974), Associate Professor, School of Music. B.M., DePaul University; M.M., D.M.A., University of Wisconsin Madison.

Stuart Dischell (1996), Associate Professor, English. B.A., Antioch College; M.F.A., University of Iowa.

Peter Dola (1997), Lecturer, Romance Languages. B.A., Louisiana State University; M.A., University of Iowa.

Franklin P. Donaldson, Jr. (1987), Lecturer, Broadcasting and Cinema. B.A., Wake Forest University; M.A., The University of North Carolina at Greensboro.

Gavin Douglas (2002), Assistant Professor, School of Music. B.A., B.M., Queens University (Canada); M.M., University of Texas; Ph.D., University of Washington.

Gerald Duffy (2004), William E. Moran Distinguished Professor in Reading and Literacy, Curriculum and Instruction. B.S., M.A., State University College; Ed.D., Northern Illinois University.

Liam Duffy (1999), Assistant Professor, Chemistry and Biochemistry. B.A., Boston University; Ph.D., The University of North Carolina at Chapel Hill.

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Library Faculty

Elizabeth R. Bernhardt (2000), Electronic Journals/Information Delivery Librarian. B.A., University of South Carolina; M.L.I.S., The University of North Carolina at Chapel Hill.

Terry W. Brandsma (1998), Information Technology Librarian. B.S., U.S. Coast Guard Academy; M.S., Long Island University.

Timothy Bucknall (1994), Assistant Director for Information Technology and Electronic Resources and Head, Electronic Resources and Information Technology. B.A., University of Texas at Austin; M.A., M.L.S., The University of North Carolina at Chapel Hill.

Betty Carter (2003), Professional Librarian University Archivist. B.A., Meredith College; M.A., Duke University.

Mary Jane Conger (1977), Assistant Catalog Librarian. B.A., Mary Baldwin College; M.A., University of Virginia; M.S.L.S., The University of North Carolina at Chapel Hill.

Steven M. Cramer (2001), Assistant Reference Librarian. B.A., University of Michigan, Ann Arbor; M.L.S., The University of North Carolina at Chapel Hill.

Kathryn M. Crowe (1983), Head Reference Librarian. B.A., Randolph-Macon College; M.L.S., Indiana University; M.A., University of Georgia.

Sarah B. Dorsey (1994), Head, Music Division. B.M., Stetson University; M.M., Boston University; M.L.S., University of Arizona (Tucson).

Beth Ellington (2004), Personnel and Planning Librarian. B.A., The University of North Carolina at Chapel Hill; M.B.A., Elon University.

William K. Finley (1998), Special Collections Librarian. B.A., The College of William and Mary; M.A., The University of Kentucky; Ph.D., Duke University; M.L.S., The University of South Carolina.

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Scott Rice (2004), Networked Information Services Librarian/Coordinator of Library Services for Distance Education. B.A., Hope College; M.A., Tulane University; M.S., University of Tennessee at Knoxville.

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Nancy B. Ryçkman (1977), Assistant Head Reference Librarian. B.A., M.A. in L.S., University of Michigan; M.Ed., The University of North Carolina at Greensboro.

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Adjunct Faculty

The purpose of Adjunct Faculty appointments is to recognize the gratuitous contributions and expertise of persons who participate in the teaching and/or research of a given department.

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Linda F. McCutcheon (1983), Adjunct Assistant Professor, School of Human Environmental Sciences. B.S., M.S., Ph.D. (Home Economics Extension, North Carolina State University).

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Mark E. Wiles (2000), Adjunct Lecturer, Counseling and Educational Development. Director, Pathways. B.A., Asbury College; M.Ed., The University of North Carolina at Greensboro.

Pamela Wilson (1998), Adjunct Lecturer, Recreation, Tourism, and Hospitality Management. B.A., M.A., The University of North Carolina at Chapel Hill.

Paul R. Woodard (1992), Adjunct Associate Professor, School of Nursing. B.S., The University of North Carolina at Chapel Hill; M.S., North Carolina State University; M.D., The University of North Carolina at Chapel Hill. (President, Raleigh School of Nurse Anesthesia).

Carol W. Zerner (1999), Adjunct Lecturer, Classical Studies. B.A., Mary Baldwin College; M.A., The University of North Carolina at Chapel Hill; Ph.D., University of Cincinnati.

Faculty Senate & Committees

Faculty Senate

The Faculty Senate exercises the legislative powers of the General Faculty.

Membership: 37 voting members of the General Faculty who hold the rank of professor, associate professor, or assistant professor, and who are members or associate members of the Graduate Faculty or who hold the rank of professional librarian (elected from the College of Arts and Sciences, the Schools, and the Library in accordance with the number of voting members of the faculty in each electoral division), 16 nonvoting members (including the Provost, the immediate past Chair of the Senate, 4 Vice Chancellors, the Dean of the Graduate School, the Associate Provost for Research, a representative from the Council of Deans, the Head of the Faculty Assembly Delegation, the Chair of the Staff Council or the Chair's designee, the Parliamentarian of the Faculty Senate, 2 graduate students, and 2 undergraduate students).

Faculty Committee Structure

All terms of office are for three years with the exception of the Committee on Committees, the Faculty Promotions and Tenure Guidelines Committee, and the Research Policies Committee. Terms for the Committee on Committees and the Faculty Promotions and Tenure Guidelines Committee are determined by virtue of being chairs of committees within electoral divisions. Terms for the Research Policies Committee are specified in its membership.

I. ELECTED COMMITTEES

A. Autonomous (Elected) Committees (Elected at Large)

1. Committee on Due Process

The Committee on Due Process shall exercise the following duties and responsibilities:

(a) Receive evidence, conduct hearings, and report its findings and recommendations to the department head and the department head's immediate supervisor or to the Chancellor and, as appropriate, to the Chair of the Faculty Senate, on appeals from administration decisions involving discharge or the imposition of serious sanctions, termination of faculty employment, and nonreappointment. In exercising its responsibility, the committee shall use the definition of terms and the procedures for such hearings which are established by *The Code of The University of North Carolina* and *The Regulations on Academic Freedom, Tenure, and Due Process* of The University of North Carolina at Greensboro.

(b) All appeals arising under Section 603 of *The Code of The University of North Carolina* shall be heard by the full committee. In all other appeals arising under the committee's jurisdiction, the committee may establish an ad hoc panel of at least three committee members appointed by the chair to conduct hearings, receive evidence, and report to the full committee for the committee's deliberation and recommendation. The panel report shall include records, transcripts, all other written material, and the panel's recommendation. However, no committee member may participate in the discussion or decision on his or her own appeal or in any other case in which that committee member has participated in the recommendations from departments, the Schools, the Library, the College of Arts and Sciences, or other University committees.

Membership: 4 tenured faculty, plus 1 Senator.

2. Faculty Grievance Committee

The Faculty Grievance Committee shall hear, mediate, and advise with respect to the adjustment of faculty grievances concerned with matters directly related to a faculty member's employment status and institutional relationships on this campus in accordance with the provisions of *The Code of The University of North Carolina*. No grievance that grows out of or involves matters related to a formal proceeding for the suspension, discharge, or termination of a faculty member, or that is within the jurisdiction of another faculty committee, may be considered by the Faculty Grievance Committee.

Membership: 8 tenured/tenure-track faculty (with at least 1 member from each rank and 1 member from each School, the College, and the Library), plus 1 Senator. Of the 8 tenured/tenure-track faculty members, only 3 may be untenured, and at least 2 must be professors. (No officer of administration, including department heads and division chairs, shall be eligible to serve on the committee.)

3. Faculty Assembly Delegation

The Faculty Assembly Delegation shall: (1) gather and exchange information on behalf of the faculties of the constituent institutions of The University; (2) advise, through appropriate channels, the Board of Governors, the General Assembly, and other governmental agencies and officers on matters of University-wide import; and (3) advise and communicate with the President of The University regarding matters of importance to the faculties as well as the whole University.

Membership: 4 faculty member delegates, 3–4 alternates (one of whom shall be the Chair of the Faculty Senate).

4. Faculty Government Committee

The primary function of the committee is to recommend to the Faculty Senate all changes to *The Constitution of the Faculty*. Recommendations related to the policies and regulations subject to adoption by the General Faculty shall be forwarded to the Faculty Government Committee for consideration and review before presentation to the Faculty Senate. The committee shall also review the governance structures adopted by the College, professional Schools, and the Library to determine that they are consistent with *The Code of The University of North Carolina, The Regulations on Academic Freedom, Tenure, and Due Process*, and *The Constitution of the Faculty*.

Membership: 4 faculty, plus 1 Senator.

B. Autonomous (Elected) Committees (Elected by Unit) (Elected by the Senate electoral divisions)

1. Academic Policies and Regulations Committee

The committee shall develop policies governing the academic calendar, summer session, class scheduling, academic advising, and undergraduate regulations and requirements.

Membership: 1 faculty member from each Senate electoral division, plus 1 Senator. Ex officio and nonvoting members: as designated by the Provost. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

2. Committee on Committees

The committee shall preside over elections for the Secretary of the General Faculty and for elected at-large members of faculty committees. The committee shall conduct the nomination and elections processes and determine the eligibility of the nominees in conformity with *The Constitution* and membership regulations of the committees; it shall also collate results from Unit elections and appointments and General Faculty elections and report all results to the Faculty Senate in accordance with the Bylaws of *The Constitution of the Faculty*.

For committees with student representation, the Vice Chancellor for Student Affairs shall submit the names of students recommended by the President of the Student Government to the Committee for inclusion on the committees that have undergraduate representation. The Dean of The Graduate School shall submit names of students recommended by the Graduate Student Association to the Committee for inclusion on the committees that have graduate representation.

The committee shall recommend to the Chancellor, as requested, names of faculty members to serve on specially appointed committees. In addition to the above responsibilities, the committee, upon approval by the Faculty Senate, shall recommend to the Chancellor the names of three tenured faculty members from which the Chancellor may select the Faculty Representative to the National Collegiate Athletic Association in accordance with the guidelines set forth in the Faculty Senate Bylaws for this representative.

Membership: Faculty chair of the committee in each Senate electoral division responsible for elections in that division, plus 1 Senator.

3. Faculty Promotions and Tenure Guidelines Committee

The committee shall review the Units' documents and exchange information about the general guidelines and expectations which the Units have developed for the evaluation of teaching, research and creative activity, service, and directed professional activity for promotions and tenure.

Membership: Chairpersons of the 8 Unit committees on promotions and tenure. Ex officio and nonvoting members: the Chair and Chair-elect of the Faculty Senate.

4. Graduate Studies Committee

(elected by members of the Graduate Faculty in each electoral division)

The Graduate Studies Committee shall be an agency of the Senate devoted to studying aspects of graduate education. Its basic duties and responsibilities are as follows:

(a) Establish the criteria for the selection and review of members of the Graduate Faculty;

(b) Review all new courses, revised courses, and modifications to current courses taking one of the following actions: approve, disapprove, approve with modification. Review and act on all proposals for new graduate programs or major modifications to existing programs including the discontinuation of graduate programs. When the Provost gives preliminary consideration to a plan to establish or discontinue one or more graduate degree programs, for example, during the early stages of the University's strategic planning process, the Provost will consult with the committee; the committee will make recommendations to the Provost regarding the general advisability of pursuing such a plan;

(c) Review and formulate policies and regulations related to graduate education admission, retention, and graduate requirements;

(d) Hear student appeals related to Graduate School policies and regulations;

(e) Call to the attention of the Graduate Faculty and the administration issues of concern relating to graduate education;

(f) Act on matters referred by the Faculty Senate, Dean of the Graduate School, Graduate Faculty, and the Graduate Student Association on graduate education;

(g) Report to the Faculty Senate on actions taken regarding graduate education policies and programs;

(h) Advise the Faculty Senate on matters relating to graduate education.

Membership: 9 faculty elected by the Graduate Faculty (1 from each School and 3 from the College), plus 1 Senator, who is a member of the Graduate Faculty. (Up to 4 additional members may be appointed by the chair, after consultation with the Dean of the Graduate School, in order to achieve programmatic balance, to serve one-year terms.) The Dean and Associate Dean of the Graduate School and 2 graduate students elected by the Graduate Student Association are also voting members.

5. Research Grants Committee

The primary functions of the committee are to:

(a) receive, evaluate, and act on applications for funding of faculty research grants, subsidies for book publication, refereed publication page charges, submission fees, journal article reprints, and exhibition/performance charges; and

(b) set policies and procedures deemed necessary.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator. (Up to 6 additional members may be appointed by the chair, after consultation with the Associate Provost for Research, in order to achieve programmatic balance, to serve one-year terms.) Ex officio and nonvoting: Director of Research Services.

6. Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee shall be the agency of the Faculty Senate responsible for reviewing the undergraduate curriculum, making policy recommendations to the Faculty Senate on curricular matters, and performing such other duties as approved by the Faculty Senate, including the following:

(a) To review and approve all proposals for new courses; existing courses in which substantial changes have been made; new majors, programs, concentrations, and degrees which have been approved by the College Council or the curriculum committees of the various Schools; the discontinuation of courses and programs; routine changes as previously approved by the Provost's Office. When the Provost gives preliminary consideration to a plan to establish or discontinue one or more undergraduate degree programs, for example, during the early stages of the University's strategic planning process, the Provost will consult with the committee; the committee will make recommendations to the Provost regarding the general advisability of pursuing such a plan;

(b) To serve as the oversight committee for administration of all aspects of the General Education Core (GEC), to include oversight of the ten GEC category committees and the GEC Assessment Committee and final designation of courses for GEC credit;

(c) To review and approve student proposals under Plan II (Specially Designed Programs of Study);

(d) To oversee the adherence to the General Education Program (GEP) by the College and the Schools, and to provide for the required annual and five-year reviews of the GEP through the GEC committees;

(e) To take up for study or action matters referred by the Faculty Senate and General Faculty or any other matters deemed important to the work of the committee.

Membership: 10 faculty (1 from each School and the Library, and 3 from the College), plus 1 Senator. Ex officio and nonvoting members: as appointed by the Provost.

II. ADVISORY (APPOINTED) COMMITTEES

(Appointed from each of the 8 Senate electoral divisions)

It shall be the responsibility of the individual Units to appoint members to the Advisory (Appointed) Committees. Upon appointing faculty to serve on the advisory committees, the Units shall inform the Committee on Committees of their chosen representatives so that the Committee can compile and disseminate the information. If an unfilled position exists by the deadline given by the Committee on Committees, the Dean would become responsible for appointing a faculty member promptly to represent the Unit. The Units shall also be responsible for filling any vacancies that occur after the initial appointments have been made.

1. Academic Computing Committee

This committee shall serve as a policy formulation body with respect to academic computing and related activities. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration. The committee shall report to the Vice Chancellor for Information Technology and Planning and the Associate Vice Chancellor for Information Technology.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator and the chair of the Library Committee, ex officio. Ex officio and nonvoting: Associate Vice Chancellor for Information Technology and the Director of the University Teaching and Learning Center.

2. Budget Committee

The committee shall review the budgetary needs of the University and make recommendations to the Vice Chancellor for Business Affairs, the Provost, and other appropriate administrators and to the Faculty Senate regarding the needs of the faculty. The committee shall educate its members and the General Faculty on how the budget is allocated at UNCG and through the UNC system, and provide forums as needed for issues related to this process, be consulted by and shall advise in a timely fashion the Chancellor and other administrative officers during the process of the budgetary cycle, its revision, and allocation of University resources.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator. Ex officio: Vice Chancellor for Business Affairs and the Provost or their designees.

3. Enrollment Management Committee

The committee shall review, recommend, and advise on policy decisions related to undergraduate enrollment: recruitment, admissions, financial aid, and retention.

Membership: 10 faculty (1 from each School and the Library and 3 from the College), plus 1 Senator. Ex officio and nonvoting members: as appointed by the Provost. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

4. Faculty Compensation Committee

The committee shall review, recommend, and advise on all policies regarding faculty salaries and employee benefits for the regular academic year, summer session, and UNCG extension courses. The committee shall make periodic and timely reports to the Faculty Senate regarding the salary situation at UNCG such as comparison of salaries among the Schools and the College, gender differences in salaries and salary inequities between new appointments and continuing appointments in similar disciplines. The committee shall also review the salaries and employee benefits in the UNC system, national trends in faculty salaries and employee benefits and the effect of inflation upon salaries and benefits. The committee shall make an annual recommendation to the Faculty Senate regarding salary increases and the employee benefits package. These recommendations shall address merit pay increases, cost of living adjustments, and enhanced employee benefits, and shall be forwarded to the Chancellor, the Provost, and to the President of the UNC system through the UNCG Delegation to the Faculty Assembly.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator.

5. Faculty Professional Development and Welfare Committee

The purpose of the Faculty Professional Development and Welfare Committee shall be to support the role of faculty members as learned professionals. The committee shall review and make recommendations on matters concerning professional status and effectiveness in the areas of teaching, research, and service. All matters other than salary and benefits are relevant, including but not limited to standards of professional performance; professional rights and privileges; working conditions; standards for teaching loads and reduction in load for research and service assignments; research and other leaves of absence; and programs for the enhancement of faculty professional abilities and effectiveness, including participation in seminars, workshops, colloquia and other professional development programs, professional travel and similar activities.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator. Ex officio and nonvoting: Director of the University Teaching and Learning Center.

6. Intercollegiate Athletics Committee

The committee shall be responsible for monitoring and reporting on intercollegiate athletics to the Faculty Senate. Of primary concern to the committee shall be the academic welfare of the student athletes and the overall integrity of the intercollegiate athletics program. The committee shall be available to hear and act on complaints and suggestions about intercollegiate athletics from the faculty, students, and other members of the University community.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator and 3 students (1 from the Student Athletic Association, 1 from the Student Government, 1 from the Graduate Student Association). Ex officio: Faculty Representative to the NCAA. Adjunct: Director of Intercollegiate Athletics, Chair of the Chancellor's Advisory Committee on Intercollegiate Athletics.

7. Library Committee

The committee shall review and make recommendations to the University Librarian regarding policies and procedures which will enhance the effectiveness of the Library. The committee shall act as a liaison agency interpreting Library policies to the University.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator and the chair of the Academic Computing Committee, ex officio. Ex officio and nonvoting: University Librarian. (The President of the Student Government and the President of the Graduate Student Association will be invited to attend or to send a representative.)

8. Research Policies Committee

The committee shall make advisory recommendations to the Faculty Senate and/or to the Associate Provost for Research, acting for the Provost, about new policies or changes in existing policies that affect research conducted by faculty at the University. The overall goal for the committee is to enhance the research climate of the University.

Membership: 7 faculty (1 from each School and the College), plus 1 Senator, 2 all-University Institute or Center directors, the chair of the Institutional Review Board for Human Subjects, and the chair of the Institutional Animal Care and Use Committee. Administrative staff for the committee to be: Associate Provost for Research, Director of the Office of Research Services, and Director of Contracts and Grants from the Division of Business Affairs.

The 7 faculty members shall serve three-year terms. The chair of the committee shall always be a faculty member who shall serve a two-year term as chair. The all-University Institute or Center directors shall serve for 3 years. The Senator member shall be appointed annually. Terms are not specified for the chairs of the Institutional Review Board for Human Subjects and the Institutional Animal Care and Use Committee because their time as committee chairs is specified within their respective committee structures.

9. University Teaching and Learning Center Committee

The committee shall serve as a policy formulation body with respect to the University Teaching and Learning Center. The committee shall review and make recommendations to the Director of the University Teaching and Learning Center and the Provost regarding policies and procedures which will enhance the effectiveness of the Center. The committee shall act in an advisory capacity to the Faculty Senate and to members of the University administration.

Membership: 1 faculty from each Senate electoral division, plus 1 Senator. Ex officio and nonvoting: Director of the University Teaching and Learning Center and the Chair of the Academic Computing Committee.

10. REFERENCES

ENROLLMENT & DEGREE STATISTICS

Enrollment Summary for Fall Semester 2004

Seniors	2,974
Juniors	2,342
Sophomores	2,637
Freshmen	3,237
Graduates	3,203
Specials and Unclassified	251
Total	14,644
Extension	1,039
Total Collegiate Enrollment for Fall 2004	**15,683**

Summer School 2004

Summer Session	5,131

Summary of Earned Degrees Granted at UNCG on August 8, 2003, December 18, 2003, and May 14, 2004*

Graduate Degrees

Doctor of Philosophy	59
Doctor of Education	14
Doctor of Musical Arts	10
Specialist in Education	15
Certificate of Advanced Study	55
Combined Master of Science and Specialist in Education	30
Master of Arts	146
Master of Business Administration	82
Master of Education	109
Master of Fine Arts	36
Master of Library & Information Studies	90
Master of Music	41
Master of Public Affairs	12
Master of Public Health	15
Master of School Administration	57
Master of Science	160
Master of Science in Nursing	72
Master of Social Work	30
Total Graduate Degrees	**978**

Baccalaureate Degrees

Bachelor of Arts	742
African American Studies	4
Anthropology	17
Archaeology	2
Art	11
Biology	15
Chemistry	4
Classical Studies	5
Communication Studies	84
Dance	19
Drama	15
Economics	19
English	103
French	4
Geography	18
German	4
History	42
Hospitality Management	13
International Studies	8
Linguistics	3
Mathematics	4
Media Studies	54
Music	16
Philosophy	13
Physics	0
Political Science	66
Psychology	97
Religious Studies	8
Russian Studies	0
Sociology	76
Spanish	13
Student Designed Interdisciplinary	1
Women's Studies	4
Bachelor of Science	966
Accounting	53
Biochemistry	15
Biology	56
Business Administration	243
Chemistry	2
Computer Science	15
Dance	4
Economics	11
Education of Deaf Children	28
Elementary Education	68
Exercise & Sport Science	67
Finance	33
Health Education	28
Human Development & Family Studies	85
Information Systems & Operations Management	39
Interior Architecture	30
International Business Studies	36
Mathematics	10
Middle Grades Education	12
Nutrition	19
Physics	2
Recreation, Parks, & Tourism	36
Social Work	1
Special Education	10
Speech Pathology & Audiology	23
Textile Products Design & Marketing	40
Bachelor of Science in Medical Technology	2
Bachelor of Fine Arts	114
Art Education	6
Art, other	69
Dance	15
Drama	24
Bachelor of Music	57
Bachelor of Science in Nursing	153
Bachelor of Social Work	35
Total Baccalaureate Degrees	**2,073**
Total Earned Degrees	**3,043**

*Source: *Office of Institutional Research,* Fact Book 2004–05

Academic Program Inventory and CIP Codes

Reference to Undergraduate Academic Program Inventory

The following is a reference list of currently active undergraduate degree programs, as approved by UNC Office of the President and Board of Governors. For information about the complete UNCG program inventory and CIP codes, visit the UNC General Administration Web site at:

http://ias.ga.unc.edu/~passess/acrobat/apicipuncg.pdf

CIP Code / Degree	Discipline / Degree Program Title
05.0201	African American/Black Studies
B.A.	African American Studies
05.0207	Women's Studies
B.A.	Women's and Gender Studies
09.0102	Mass Communications/Media Studies
B.A.	Media Studies
11.0701	Computer Science
B.S.	Computer Science
11.0901	Computer Systems Networking and Telecommunications
B.S.	Information Systems and Operations Management
13.1001	Special Education, General
B.S.	Special Education, General
13.1003	Education of the Deaf and Hearing Impaired
B.S.	Training Teachers of the Deaf
13.1202	Elementary Teacher Education
B.S.	Elementary Education (K–6)
13.1203	Jr. High/Intermediate/Middle School Teacher Ed
B.S.	Middle Grades Education
13.1210	Early Childhood Education
B.S.	Birth through Kindergarten Teacher Education
13.1302	Art Teacher Education
B.F.A.	Art Education (K–12)
13.1305	English Teacher Education
B.A.	English, Secondary Education
13.1311	Mathematics Teacher Education
B.A.	Mathematics, Secondary Education
B.S.	Mathematics, Secondary Education
13.1312	Music Teacher Education
B.M.	Music Education
13.1314	Physical Education, Teaching and Coaching
B.S.	Physical Education, Teacher Education (K–12)
13.1317	Social Science Teacher Education
B.A.	Economics, Secondary Education
B.A.	Geography, Secondary Education
B.A.	Political Science, Secondary Education
B.A.	Psychology, Secondary Education
B.A.	Sociology, Secondary Education
B.S.	Economics, Secondary Education
13.1318	Social Studies Teacher Education
B.A.	History, Secondary Education
13.1322	Biology Teacher Education
B.A.	Biology, Secondary Education
B.S.	Biology, Secondary Education
13.1324	Drama and Dance Teacher Education
B.F.A.	Theatre Arts Education
B.S.	Dance, Education (General)
13.1325	French Language Teacher Education
B.A.	French, Secondary Education
13.1326	German Language Teacher Education
B.A.	German, Secondary Education
13.1330	Spanish Language Teacher Education
B.A.	Spanish, Secondary Education
16.0501	German Language and Literature
B.A.	German
16.0901	French Language and Literature
B.A.	French
16.0905	Spanish Language and Literature
B.A.	Spanish
16.1200	Classics and Languages, Literature and Linguistics
B.A.	Classical Studies
19.0505	Food Systems Administration
B.S.	Restaurant and Institution Management
19.0701	Human Development and Family Studies
B.S.	Human Development and Family Studies
19.0901	Apparel and Textile Studies
B.S.	Consumer, Apparel, and Retail Studies
23.0101	English Language and Literature, General
B.A.	English
23.1001	Speech and Rhetorical Studies
B.A.	Communication Studies
24.0101	Liberal Arts and Sciences/Liberal Studies
B.A.	Special Programs in Liberal Studies
B.S.	Special Programs in Liberal Studies
26.0101	Biology, General
B.A.	Biology
B.S.	Biology
26.0202	Biochemistry
B.S.	Biochemistry
27.0101	Mathematics
B.A.	Mathematics
B.S.	Mathematics
30.1901	Nutrition
B.S.	Nutrition
31.0101	Parks, Recreation, and Leisure Studies
B.S.	Recreation and Parks Management
31.0505	Exercise Sciences/Physiology and Movement Studies
B.S.	Exercise and Sport Science
38.0101	Philosophy
B.A.	Philosophy
38.0201	Religion/Religious Studies
B.A.	Religious Studies
40.0501	Chemistry, General
B.A.	Chemistry
B.S.	Chemistry
40.0801	Physics
B.A.	Physics
B.S.	Physics
42.0101	Psychology, General
B.A.	Psychology
44.0701	Social Work
B.S.W.	Social Work
45.0201	Anthropology
B.A.	Anthropology
45.0601	Economics, General
B.A.	Economics
45.0701	Geography
B.A.	Geography
45.1001	Political Science
B.A.	Political Science
45.1101	Sociology
B.A.	Sociology
50.0301	Dance
B.A.	Dance
B.F.A.	Dance
50.0408	Interior Design
B.S.	Interior Architecture

50.0501	Drama/Theater Arts, General
B.A.	Drama
B.F.A.	Drama
50.0701	Art, General
B.A.	Art
50.0702	Fine/Studio Arts
B.F.A.	Design, Painting, Sculpture
50.0901	Music, General
B.A.	Music
50.0903	Music—General Performance
B.M.	Performance
50.0904	Music Theory and Composition
B.M.	Composition
50.0910	Jazz Studies
B.M.	Jazz Studies
51.0204	Speech—Language Pathology and Audiology
B.S.	Speech Pathology and Audiology
51.1005	Medical Technology
B.S.M.T.	Medical Technology
51.1601	Nursing (RN Training)
B.S.N.	Nursing
51.2207	Public Health Education and Promotion
B.S.	Public Health Education
52.0201	Business Administration and Management, General
B.S.	Business Management
52.0301	Accounting
B.S.	Accounting
B.S.	Accounting and Information Systems
52.0601	Business/Managerial/Economics
B.S.	Economics
52.0801	Finance, General
B.S.	Finance
52.0901	Hospitality Administration Management
B.A.	Hospitality and Tourism Management
52.1101	International Business
B.S.	International Business Studies
54.0101	History, General
B.A.	History

Undergraduate AOS Codes

Reference to Undergraduate Areas of Study (AOS Codes)

The Area of Study Code (AOS code) is a code unique to UNCG. It is an internal mechanism that determines what program information appears on a student's transcript and advising record, and is used to track students through their academic careers. AOS codes identify majors, concentrations, second majors, minors, and teacher licensure areas at the university level.

The following list contains only currently active undergraduate area of study codes. Please note that most majors can also be taken as second majors or minors. See specific program descriptions and requirements for details.

Areas of study that provide teacher licensure are indicated by "(lic)" as part of the description. An asterisk (*) following a major code indicates that it can be taken only as a second major or as a secondary area of study. Programs that are offered only as minors have a check mark under "Minor."

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U101	ANT	AS	Anthropology	B.A.	ANTH	
U102	ANT	AS	Anthropology (lic)	B.A.	ANTH	
U104	ART	AS	Art His/Mus Studies	B.A.	ART	
U105	ART	AS	Studio Art	B.A.	ART	
U107	ART	AS	Art Educ I, general (lic)	B.F.A.	ART	
U109	ART	AS	Art Educ II, studio (lic)	B.F.A.	ART	
U111	ART	AS	Design	B.F.A.	ART	
U113	ART	AS	Painting	B.F.A.	ART	
U115	ART	AS	Sculpture	B.F.A.	ART	
U116	BIO	AS	Biology	B.S.	BIOL	
U117	BIO	AS	Biology	B.A.	BIOL	
U118	BIO	AS	Environmental Biology	B.S.	BIOL	
U119	BIO	AS	Biology (lic)	B.A.	BIOL	
U121	CHE	AS	Chemistry	B.A.	CHEM	
U122	BIO	AS	Environmental Biology	B.A.	BIOL	
U123	CHE	AS	Chemistry	B.S.	CHEM	
U124	CHE	AS	Biochemistry	B.S.	CHEM	
U125	CHE	AS	Chemistry (lic)	B.A.	CHEM	
U126	CHE	AS	Chemistry (lic)	B.S.	CHEM	
U129	CLA	AS	Latin (lic)	B.A.	CLAS	
U130	CLA	AS	2nd Aca Conc/Clss Studies —			
U137	COM	AS	Communication Studies	B.A.	CMST	
U143	CSD	HE	Speech Path/Audiology	B.S.	SPAU	
U145	SES	ED	Educ of the Deaf (lic)	B.S.	TEDF	
U155	ENG	AS	English	B.A.	ENGL	
U157	ENG	AS	English (lic)	B.A.	ENGL	
U159	ROM	AS	French	B.A.	FREN	
U160	GAR	AS	Russian			✓
U161	ROM	AS	French (lic)	B.A.	FREN	
U163	GEO	AS	Geography	B.A.	GEOG	
U165	GEO	AS	Urban Planning	B.A.	GEOG	
U167	GEO	AS	Earth Sci/Environ Stdy	B.A.	GEOG	
U168	CHE	AS	Chem Research	B.S.	CHEM	
U169	GEO	AS	Geography (lic)	B.A.	GEOG	
U171	GAR	AS	German	B.A.	GERM	
U173	GAR	AS	German (lic)	B.A.	GERM	
U175	HIS	AS	History	B.A.	HIST	
U177	HIS	AS	History (lic)	B.A.	HIST	
U178	MAT	AS	Interdisciplinary	B.S.	MATH	
U179	MAT	AS	Mathematics	B.A.	MATH	
U180	MAT	AS	Computer Science	B.S.	CMPS	
U182	MAT	AS	Computer Science	B.S.	MATH	
U183	MAT	AS	Mathematics (lic)	B.A.	MATH	
U184	MAT	AS	Statistics	B.S.	MATH	
U185	MAT	AS	Mathematics (lic)	B.S.	MATH	
U186	BIO	AS	4+1 Med Tech	B.S.	BIOL	
U187	BIO	AS	Medical Technology	B.S.M.T.	MEDT	
U188	CHE	AS	4+1 Med Tech	B.S.	CHEM	
U189	PHI	AS	Philosophy	B.A.	PHIL	
U190	PHI	AS	Philosophy Pre Law	B.A.	PHIL	
U191	PHY	AS	Physics	B.A.	PHYS	
U193	PHY	AS	Physics	B.S.	PHYS	
U195	PHY	AS	Physics (lic)	B.A.	PHYS	
U196	PHY	AS	Physics (lic)	B.S.	PHYS	
U197	PSC	AS	Political Science	B.A.	PSCI	
U199	PSC	AS	Political Science (lic)	B.A.	PSCI	
U201	BIO	AS	Pre Medicine		PREM*	
U203	BIO	AS	Pre Physical Therapy		PHYT*	
U205	PHY	AS	Pre Engineering		PREN*	
U207	PSC	AS	Pre Law		PREL*	
U209	BIO	AS	Pre Dentistry		PRED*	
U211	CHE	AS	Pre Pharmacy		PREP*	
U213	BIO	AS	Pre Veterinary		PVET*	
U214	BIO	AS	Biotechnology	B.S.	BIOL	
U215	PSY	AS	Psychology	B.A.	PSYC	
U217	PSY	AS	Psychology (lic)	B.A.	PSYC	
U218	BIO	AS	Biology (lic)	B.S.	BIOL	
U219	REL	AS	Religious Studies	B.A.	RELS	
U221	SOC	AS	Sociology	B.A.	SOCI	
U222	SOC	AS	Criminology	B.A.	SOCI	
U223	SOC	AS	Sociology (lic)	B.A.	SOCI	
U224	SOC	AS	Social Probs/Global Soc	B.A.	SOCI	
U227	ROM	AS	Spanish	B.A.	SPAN	
U229	ROM	AS	Spanish (lic)	B.A.	SPAN	
U231	BIO	AS	4+1 Med Tech	B.A.	BIOL	
U232	CHE	AS	4+1 Med Tech	B.A.	CHEM	
U251	CUI	ED	Elem Edu (K–6 lic)	B.S.	ELED	
U254	CUI	ED	Middle Grds Edu (6–9 lic)	B.S.	MDED	

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U260	SES	ED	Community Based Serv	B.S.	TEDF	
U261	SES	ED	Aural/Oral B–K (lic)	B.S.	TEDF	
U265	SES	ED	Special Education	B.S.	SPED	
U301	ACC	BE	Accounting	B.S.	ACCT	
U302	ACC/ISO	BE	Acct & Info Sys	B.S.	ACIS	
U305	ECO	BE	Economics (B.A.)	B.A.	ECON	
U309	ECO	BE	Economics (B.A.) (lic)	B.A.	ECON	
U311	ECO	BE	Economics (lic)	B.S.	ECON	
U313	ISM	BE	Information Systems	B.S.	ISOM	
U318	ISM	BE	Info Sys Minor		ISOM	✓
U326	BAD	BE	Human Resources	B.S.	BADM	
U327	BAD	BE	Marketing	B.S.	BADM	
U329	ECO	BE	Financial Economics	B.S.	ECON	
U331	BAD	BE	Business Studies	B.S.	BADM	
U333	ECO	BE	Bus & Public Policy	B.S.	ECON	
U334	ECO	BE	Applied Econ Analysis	B.S.	ECON	
U335	ECO	BE	Global Economics Policy	B.S.	ECON	
U336	ECO	BE	Economic Studies	B.S.	ECON	
U337	BAD	BE	Entreprnrshp/Small Bus	B.S.	BADM	
U339	ISM	BE	Supply Chain Mgmt	B.S.	ISOM	
U350	CLA	AS	Classical Studies Minor			✓
U352	CLA	AS	Classical Archaeology	B.A.	CLAS	
U353	CLA	AS	Class Civ-Greek	B.A.	CLAS	
U354	CLA	AS	Classical Civilization	B.A.	CLAS	
U355	CLA	AS	Class Civ-Latin	B.A.	CLAS	
U356	CLA	AS	Greek Language & Lit	B.A.	CLAS	
U358	CLA	AS	Latin Language & Lit	B.A.	CLAS	
U360	BAD	BE	Finance	B.S.	FINC	
U398	BAD	BE	Business Minor			✓
U403	DCE	HE	Dance Educ (B.S.) (lic)	B.S.	DANC	
U406	DCE	HE	Dance	B.A.	DANC	
U407	PHE	HE	Community Health Edu	B.S.	HEDC	
U409	ESS	HE	Physical Educ (lic)	B.S.	EXSS	
U410	ESS	HE	Coaching Minor			✓
U412	ESS	HE	EXSS Fitness Ldership	B.S.	EXSS	
U413	RTH	HE	Therapeutic Recreation	B.S.	RPMT	
U418	RTH	HE	Rec & Parks Mgt Minor			✓
U419	RTH	HE	Leisure Serv Mgt	B.S.	RPMT	
U421	ESS	HE	Sports Medicine	B.S.	EXSS	
U422	ESS	HE	Cmty Youth Sports	B.S.	EXSS	
U423	ESS	HE	Aquatic Instrctr Ldrshp	B.S.	EXSS	
U424	ESS	HE	Aquatics Therpy/Rehab	B.S.	EXSS	
U425	PHE	HE	Health Studies Minor			✓
U426	RTH	HE	Travel,Tourism,Com Recr	Minor		✓
U427	RTH	HE	Recr, Parks, Tourism	Minor		✓
U428	DCE	HE	Community Dance	any DCE	DANC	
U431	DCE	HE	Dance B.F.A.	B.F.A.	DANC	
U435	DCE	HE	Dance Studies	B.A.	DANC	
U440	DCE	HE	Initial Dance Licensure			
U445	RTH	HE	Commercial Recreation	B.S.	RPMT	
U447	PHE	HE	Public Health Education	B.S.	HEDC	
U448	PHE	HE	Health Studies	B.S.	HEDC	
U452	RTH	HE	Hotel/Restaurant Mgmt	B.A.	HTMT	
U453	RTH	HE	Travel & Tourism Mgmt	B.A.	HTMT	
U508	HDF	HS	Child & Adolescent Dev	B.S.	HDFS	
U526	HDF	HS	Birth thru Kindergrtn (lic)	B.S.	HDFS	
U530	HDF	HS	Family Studies	B.S.	HDFS	
U531	HDF	HS	Early Care & Educ	B.S.	HDFS	
U533	NTR	HS	Nutrition & Wellness	B.S.	NUTR	
U535	HDF	HS	B–K—Wake Co.	B.S.	HDFS	
U536	HDF	HS	B–K—Wake Co. (lic)	B.S.	HDFS	
U538	CRS	HS	Apparel Product Design	B.S.	CARS	
U539	CRS	HS	Retail & Consumer	B.S.	CARS	
U540	IAR	HS	Interior Architecture	B.S.	IARC	
U550	NTR	HS	Nutrition Science	B.S.	NUTR	
U552	NTR	HS	Human Nutr & Dietetics	B.S.	NUTR	
U553	NTR	HS	Nutrition Minor			✓
U602	MUS	MU	General Music	B.A.	MUSI	
U603	MUS	MU	Music History	B.A.	MUSI	
U607	MUS	MU	Composition	B.M.	PRFM	
U618	MUS	MU	Jazz Performance	B.M.	JAZZ	
U619	MUS	MU	Instrument	B.M.	PRFM	
U626	MUS	MU	Choral/Gen Mus Ed (lic)	B.M.	MEDU	
U629	MUS	MU	Instrumntl Mus Ed (lic)	B.M.	MEDU	
U635	MUS	MU	Voice Performance	B.M.	PRFM	
U636	MUS	MU	Keyboard Performance	B.M.	PRFM	
U701	NUR	NU	Nursing	B.S.N.	NURS	
U702	NUR	NU	Nursing RN/B.S.N.	B.S.N.	NURS	

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U801	IDP	AS	Applied Linguistics	B.A.	SPLS	
U802	INS	AS	Russian Studies	B.A.	SPLS	
U803	AFS	AS	African American Studies	B.A.	AFST	
U806	IDP	AS	Linguistics	B.A.	SPLS	
U808	IDP	AS	Archaeology	B.A.	SPLS	
U809	INS	AS	Global Affairs Int Dev	B.A.	SPLS	
U810	INS	AS	Intercultural Studies	B.A.	SPLS	
U812	INS	AS	European Studies	B.A.	SPLS	
U814	IDP	AS	International Studies			✓
U815	AFS	AS	African American Studies			✓
U818	INS	AS	African Studies			✓
U819	INS	AS	Asian Studies			✓
U820	IDP	AS	Humanities	BA	SPLS	
U825	ENV	AS	Environmental Studies			✓
U830	BAD	BE	International Business	B.S.	INTB	
U835	BCN	AS	Media Management	B.A.	MDST	
U838	MAT	AS	Bioinformatics	B.S.	CMPS	
U839	MAT	AS	Bioinformatics	B.S.	MATH	
U847	BCN	AS	Media Writing	B.A.	MDST	
U848	BCN	AS	Radio Minor			✓
U850	MAT	AS	Applied Math (lic)	B.S.	MATH	
U851	MAT	AS	Pure Math (lic)	B.S.	MATH	
U852	MAT	AS	Applied Mathematics	B.S.	MATH	
U853	MAT	AS	Pure Mathematics	B.S.	MATH	
U854	MAT	AS	Computer Science (lic)	B.S.	MATH	
U855	MAT	AS	Statistics (lic)	B.S.	MATH	
U856	BCN	AS	Film & TV Studies	B.A.	MDST	
U857	BCN	AS	Film & Video Produc	B.A.	MDST	
U858	BCN	AS	News & Documntry	B.A.	MDST	
U859	BCN	AS	Film & TV Studies minor			✓
U860	CHE/BIO	AS	Biochemistry (B.S.)	B.S.	BCHE	
U863	BIO	AS	Human Biology	B.S.	BIOL	
U871	WGS	AS	Women's/Gender Studies	B.A.	WGST	
U875	SES	ED	Interpreter Trning Prg	B.S.	TEDF	
U880	THR	AS	Drama	B.A.	DRAM	
U881	THR	AS	Acting	B.F.A.	DRAM	
U882	THR	AS	Design & Technicl Thea	B.F.A.	DRAM	
U883	THR	AS	Theatre Education (lic)	B.F.A.	DRAM	
U884	THR	AS	Technical Theatre Minor			✓
U885	THR	AS	Technical Production	B.F.A.	DRAM	
U894	SWK	HS	Social Work	B.S.W.	SOWK	
U895	SWK	HS	School Social Work (lic)	B.S.W.	SOWK	
U910	MAT	AS	Career Skill Pk—Cmp Prg	—	any CAS	
U911	IDP	AS	Career Skill Pk—Bus	—	any CAS	
U920	MAT	AS	PB Prof Cert—Cmp Prg	—	any PB	

The following area of study codes are for use only by undergraduates admitted under one of the 2Plus articulation agreements.

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U220	BIO	AS	Biotechnology 2+	B.A.	BIOL	
U361	BAD	BE	Finance 2+	B.S.	FINC	
U449	PHE	HE	Health Studies 2+	B.S.	PHTH	
U452	RTH	HE	Hosp Tourism Mgt 2+	B.A.	HTMT	
U454	RTH	HE	Hotel & Rest Mgmt 2+	B.A.	HTMT	
U455	RTH	HE	Travel & Tourism Mgt 2+	B.A.	HTMT	
U529	HDF	HS	B–K Wake Cty (lic) 2+	B.S.	HDFS	
U532	HDF	HS	Early Care & Educ 2+	B.S.	HDFS	
U537	HDF	HS	B–K Wake Co. 2+	B.S.	HDFS	
U541	CRS	HS	Ret & Cons Studies 2+	B.S.	CARS	
U542	CRS	HS	Apparel Design 2+	B.S.	CARS	
U704	BAD	BE	Business Studies 2+	B.S.	BADM	
U705	BAD	BE	Human Resources 2+	B.S.	BADM	
U707	BAD	BE	Marketing 2+	B.S.	BADM	
U710	NUR	NU	Nursing/RN 2+	B.S.N.	NURS	
U713	ACC	BE	Accounting 2+	B.S.	ACCT	
U724	ECO	BE	Bus & Public Policy 2+	B.S.	ECON	
U726	ECO	BE	Applied Econ Analys 2+	B.S.	ECON	
U727	ECO	BE	Global Econ Policy 2+	B.S.	ECON	
U728	ECO	BE	Econ Studies 2+	B.S.	ECON	
U739	ACC	BE	Acctng & Info Sys 2+	B.S.	ACIS	
U746	HDF	HS	Birth–Kindgr (lic) 2+	B.S.	HDFS	
U750	SWK	HS	Social Work 2+	B.S.W.	SOWK	
U777	ECO	BE	Economics (B.A.) 2+	B.A.	ECON	
U778	ECO	BE	Financial Econ 2+	B.S.	ECON	
U779	ISM	BE	Information Sys 2+	B.S.	ISOM	

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U784	BAD	BE	Entrprnrshp/Small Bs 2+	B.S.	BADM	
U785	SES	ED	Spec Ed LD/BED 2+	B.S.	SPEC	
U786	ISM	BE	Supply Chain Mgmt 2+	B.S.	ISOM	
U788	CUI	ED	Elem Ed (K–6 Lic) 2+	B.S.	ELED	
U789	PHE	HE	Community Hea Ed 2+	B.S.	HEDC	
U790	SES	ED	Ed of Deaf:Aud-Orl 2+	B.S.	TEDF	
U791	IAR	HS	Interior Arch 2+	B.S.	IARC	
U831	BAD	BE	International Bus 2+	B.S.	INTB	

The following area of study codes are for use only by students enrolled in one of the College of Arts and Sciences Career Skills Packages or Pre Professional Certificate Programs.

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U910	MAT	AS	CSP Comp Prog	—	any CAS	
U911	IDP	AS	CSP Business	—	any CAS	
U920	MAT	AS	PB Prof Cert Comp Prog	—	any PB	

The following area of study codes are for use only by post baccalaureate students seeking initial "A" teacher licensure.

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
UL01	ART	AS	Art Licensure	A Lic	ART	
UL02	CHE	AS	Chemistry Licensure	A Lic	CHEM	
UL03	CLA	AS	Latin Licensure	A Lic	CLAS	
UL04	THR	AS	Theatre Education	A Lic	DRAM	
UL05	SES	ED	Educ of Deaf	A Lic	TEDF	
UL06	CUI	ED	English Licensure	A Lic	ENGL	
UL07	GAR	AS	German Licensure	A Lic	GERM	
UL08	CUI	ED	Mathematics Licensure	A Lic	MATH	
UL09	CUI	ED	Physics Licensure	A Lic	PHYS	
UL10	CUI	ED	French Licensure	A Lic	FREN	
UL11	CUI	ED	Spanish Licensure	A Lic	SPAN	
UL14	CUI	ED	Social Studies Licensure	A Lic	SOCS	
UL15	CUI	ED	Biology Licensure	A Lic	BIOL	
UL16	DCE	HE	Dance Licensure	A Lic	DANC	
UL18	ESS	HE	Physical Educ Licensure	A Lic	EXSS	
UL19	SWK	HS	Social Work Licensure	A Lic	SOWK	
UL20	HDF	HS	B–K Teacher Lic	A Lic	HDFS	
UL21	MUS	MU	Music Educ Licensure	A Lic	MEDU	

The following area of study codes are for use by undergraduates who are undecided on their area of study:

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U249	UNK	AS	Arts & Sci Undecided	B.A.	UNDC	
U399	BAE	BE	Bus Major Undecided	B.A.	UNDC	
U499	ESS	HE	HHP Undecided	B.A.	EXSS	
U599	HES	HS	HES Undecided	B.S.	UNDC	
U699	MUS	MU	Music Undecided	B.A.	MUSI	
U800	IDP	AS	Interdept Stds Undec	B.A.	SPLS	
U999	UNK	UN	Undecided on Major	NONE	UNDC	

The following area of study codes are for use only by undergraduates pursuing approved Plan II Majors or Student Designed Interdisciplinary Majors:

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U807	IDP	AS	Stu Designed Interdpt	B.A.	SPLS	
U901	ADV	UV	Plan II Prgm B.A.	B.A.	PLII	
U903	ADV	UV	Plan II Prgm B.S.	B.S.	PLII	
U905	ADV	UV	Plan II Prgm B.F.A.	B.F.A.	PLII	

The following undergraduate programs **are new or have been significantly modified**; these areas of study codes are effective fall 2005:

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U168	CHE	AS	Chem Research	B.S.	CHEM	
U178	MAT	AS	Interdisciplinary	B.S.	MATH	
U538	CRS	HS	Apparel Product Design	B.S.	CARS	
U539	CRS	HS	Retail & Consumer	B.S.	CARS	
U835	BCN	AS	Media Management	B.A.	MDST	

The following undergraduate areas of study codes have been inactivated effective fall 2005:

AOS	Dept/Prgm	Unit	Prgm Name/Desc	Degree	Major	Minor
U316	BAD	BE	Finance, Inc, Real Est	B.S.	FINA	
U340	SES	ED	Ed of Deaf (Preschool)	B.A.	TEDF	
U341	SES	ED	Ed of Deaf (Elementary)	B.S.	TEDF	
U342	SES	ED	Ed of Deaf (Secondary)	B.S.	TEDF	
U415	DCE	HE	2nd Acad Conc DCE	—	DANC	
U505	TDM	HS	Textile Products Mkt	B.S.	TPDM	
U551	NTR	HS	Nutrition Management	B.S.	NUTR	
U554	NTR	HS	Nutrition Mgt Minor			✓
U715	BAD	BE	Finance, Ins, Real Es 2+	B.S.	FINA	

Undergraduate Major Codes

The following is a list of current undergraduate major codes:

ACCT	Accounting
ACIS	Accounting & Information Systems
AFST	African American Studies
ANTH	Anthropology
ART	Art
BADM	Business Administration
BCHE	Biochemistry
BIOL	Biology
CARS	Consumer, Apparel, & Retail Studies
CHEM	Chemistry
CLAS	Classical Studies
CMPS	Computer Science
CMST	Communication Studies
DANC	Dance
DEDU	Dance Education
DRAM	Drama
ECON	Economics
ELED	Elementary Education (K–6)
ENGL	English
EXSS	Exercise & Sport Science
FINC	Finance
FREN	French
GEOG	Geography
GERM	German
HDFS	Human Development & Family Studies
HIST	History
HTMT	Hospitality and Tourism Management
INTB	International Business
IARC	Interior Architecture
ISOM	Information Systems & Operations Management
JAZZ	Jazz Studies
MATH	Mathematics
MDED	Middle Grades Education
MDST	Media Studies
MEDT	Medical Technology
MEDU	Music Education
MUSI	Music (General)
NONE	No Major
NURS	Nursing
NUTR	Nutrition

PACC	Pre-Accounting
PACI	Pre-Accounting & Information Systems
PBAD	Pre-Business Administration
PECO	Pre-Economics
PFIN	Pre-Finance
PHIL	Philosophy
PHTH	Public Health
PHYS	Physics
PHYT	Pre-Physical Therapy
PIAR	Pre-Interior Architecture
PINT	Pre-International Business
PISM	Pre-Information Systems
PLII	Plan II
PRED	Pre-Dental
PREL	Pre-Law
PREM	Pre-Medical
PREN	Pre-Engineering
PREP	Pre-Pharmacy
PRFM	Performance
PSCI	Political Science
PSYC	Psychology
PVET	Pre-Veterinary
RPMT	Recreation and Parks Management
RELS	Religious Studies
SOCI	Sociology
SOCS	Social Studies
SOWK	Social Work
SPAN	Spanish
SPAU	Speech Pathology and Audiology
SPED	Special Education
SPLS	Special Programs
TEDF	Education of Deaf Children
UNDC	Undecided on Major
WGST	Women's & Gender Studies

Course Prefixes

The following is a listing of current graduate and undergraduate course prefixes.

ACC	Accounting
AFS	African American Studies
APD	Apparel Product Design
ART	Art
AST	Astronomy
ATY	Anthropology
BCN	Broadcasting & Cinema
BIO	Biology
BLS	Humanities-Liberal Studies
BUS	Business Administration
CCI	Classical Civilization
CED	Counseling & Educational Development
CHE	Chemistry & Biochemistry
CNR	Conflict Resolution
CRS	Consumer, Apparel, & Retail Studies
CSC	Computer Science
CSD	Communication Sciences & Disorders
CST	Communication Studies
CUI	Curriculum & Instruction
DCE	Dance
ECO	Economics
EDU	Education/Teachers Academy
ELC	Educational Leadership & Cultural Foundations
ENG	English
ENV	Environmental Studies
ERM	Educational Research Methodology
ESS	Exercise & Sport Science
FIN	Finance
FMS	Freshman Seminars Program
FRE	French
GEN	Genetic Counseling
GEO	Geography
GER	German
GRK	Greek
GRO	Gerontology
HDF	Human Development & Family Studies
HEA	Public Health
HHP	Health & Human Performance
HIS	History
HSS	Honors Program
HTM	Hospitality & Tourism Management
IAR	Interior Architecture
INS	International Studies
ISM	Information Systems & Operations Management
ITA	Italian
JNS	Japanese Studies
LAT	Latin
LIN	Linguistics
LIS	Library & Information Studies
MAT	Mathematics
MBA	Master of Business Administration
MGT	Management
MKT	Marketing
MLS	Master of Arts in Liberal Studies
MUS	Music
NTR	Nutrition
NUR	Nursing
PHI	Philosophy
PHY	Physics & Astronomy
POR	Portuguese
PSC	Political Science
PSY	Psychology
RCO	Residential College
RCS	Retailing & Consumer Studies
REL	Religious Studies
RPM	Recreation & Parks Management
RUS	Russian
SAS	Student Academic Services
SCM	Supply Chain Management
SEP	Spartan Experience Program
SES	Specialized Education Services
SOC	Sociology
SPA	Spanish

STA	Statistics
STR	Strong College
SWK	Social Work
THR	Theatre
UNS	University Studies
WCV	Western Civilization
WGS	Women's & Gender Studies

Appendix A

Residence Status for Tuition Purposes

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative

Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parents' Domicile

If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residentiary intent. Furthermore, if both a husband and wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent.

In addition, a separate North Carolina statute (G.S. 116-143.3) affords tuition rate benefits to certain military personnel and their dependents, even though not qualifying for the in-state tuition rate by reason of twelve months legal residence in North Carolina. Members of the armed services who are currently on active duty may be charged a tuition rate lower than the out-of-state tuition rate. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. Application for this benefit must be made prior to the beginning of the first enrolled term of each academic year for which the benefit is sought.

Grace Period

If a person (1) has been a bona fide legal resident of the required duration, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months ends during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming a legal adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least twelve months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of twelve months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a twelve-month period, that person, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual twelve-month durational requirement. However, any one person may receive the benefit of the provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Aliens and Foreigners

Aliens lawfully admitted into the United States for permanent residence are subject to the same considerations as citizens in the determination of residentiary status for tuition purposes. Certain classes of both resident and nonresident aliens are subject to these same considerations, but certain classes are not. More complete information on the residence classification of aliens may be obtained from the Manual (referred to above) or from the Office of the Provost.

North Carolina Public School Teachers

Under separate statute (G.S. 116-143.5), certain North Carolina public school teachers (or other personnel paid on the teacher salary schedule) are eligible to be charged the in-state tuition rate for courses relevant to teacher certification or professional development, irrespective of their length of legal residence. To qualify, the applicant must be a legal resident of North Carolina and employed full-time by a North Carolina public school. Application for this benefit must be made prior to the beginning of each academic term for which the benefit is sought.

Tuition Waivers

A separate North Carolina statute (G.S.115B) provides tuition waiver for North Carolina residents who are at least age 65. The tuition waiver benefit also extends to certain family members of deceased or totally and permanently disabled emergency workers of North Carolina. More complete information on this statute may be obtained from the Office of the Provost.

Appendix B

The University of North Carolina Policy on Illegal Drugs

I. Policy on Illegal Drugs

The University of North Carolina at Greensboro seeks to maintain an environment that supports the pursuit and dissemination of knowledge. All members of the academic community—students, faculty, and staff members—share responsibility for protecting the academic environment by exemplifying high standards of professional and personal conduct. Use of illegal drugs by any member of the community interferes with the activities through which the goals of the University can be realized. Therefore, such practices will not be tolerated. The University will take all actions necessary, consistent with law and University policy, to eliminate the use of illegal drugs from the University community.

This policy has been developed in accord with "The University of North Carolina Policy on Illegal Drugs," adopted by the Board of Governors January 15, 1988. It establishes the framework for programs designed to educate the campus community on the harmful effects of illegal substances and to assist afflicted persons in their efforts to become rehabilitated. It also provides guidance for punishing violators.

II. Applicability

This policy is applicable to the following: students, faculty, senior administrative officers, non-faculty EPA employees[1], and SPA employees[2].

III. Notice

A. Article 5 of chapter 90 of the *North Carolina General Statutes* makes it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances." As citizens, all members of the University community are expected to know these laws. The *North Carolina General Statutes* are readily available in the Library.

B. This policy shall be publicized in catalogs and other materials prepared for all enrolled and prospective students and in appropriate materials distributed to faculty members, senior administrative officers, non-faculty EPA employees, and SPA employees.

IV. Educational and Rehabilitation Programs

A. The University shall establish and maintain a program of education designed to help all members of the University community avoid involvement with illegal drugs. This program shall emphasize these subjects:

1. the incompatibility of the use or sale of illegal drugs with the goals of the University
2. the legal consequences of involvement with illegal drugs
3. the medical implications of the use of illegal drugs
4. the ways in which illegal drugs jeopardize an individual's present accomplishments and future opportunities

B. The University shall provide information about drug counseling and rehabilitative services (campus-based or community-based) available to students and employees.

C. Persons who voluntarily avail themselves of these University services or programs are assured that applicable professional standards of confidentiality will be observed.

V. Conduct Proceedings and Sanctions

A. Preliminary Determinations

The University will initiate a Conduct proceeding against a student, faculty member, senior administrative officer, EPA non-faculty employee, or SPA employee whenever **both** of these requirements are met:

1. there is a reasonable basis for believing that the person has violated this policy or North Carolina law pertaining to controlled substances
2. the alleged conduct is deemed to harm the interests of the University

Requirement (1), above, can be satisfied by either of the following:

(a) a conviction or a guilty plea resulting from criminal prosecution

(b) independent evidence obtained by University officials including police officers.

It should be noted that though an offense may be the subject of legal action by the civil authorities, University officials are nonetheless free to initiate disciplinary action that may result in additional penalties.

When the above requirements are met, the University will initiate conduct action against the alleged violator according to established procedures that safeguard the rights and interest of students and employees. Procedures will vary, depending on classification of the person facing disciplinary action:

Students

Student Code of Conduct for the The University of North Carolina at Greensboro, approved by the Chancellor

Faculty Members

The University of North Carolina at Greensboro's Regulations on Academic Freedom, Tenure, and Due Process, Section 7. Discharge or Imposition of Serious Sanction, adopted by the Board of Trustees

Senior Administrative Officers

Policies Concerning Senior Administrative Officers of The University of North Carolina, adopted by the Board of Governors

Non-Faculty EPA Employees

Personnel Policies for Designated Employment Exempt from the State Personnel Act, adopted by the Board of Trustees

SPA Employees

Relevant regulations of the Office of State Personnel

Decisions reached by these processes are reviewable according to normal appeal mechanisms.

B. Penalties for students, faculty, senior administrative officers, and non-faculty EPA employees:

For these persons, the penalties to be imposed may range from written warnings with probationary status to expulsions from enrollment and discharges from employment. The following minimum penalties shall be imposed for the particular offences described:

1. Trafficking[3] in Illegal Drugs
   (a) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in "Schedule I, N.C. General Statutes 90–89, or Schedule II, N.C. General Statutes 90–90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methqualone), any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.
   (b) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90–91 through 90–94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, senior administrative officer, or non-faculty EPA employee shall be discharged.
2. Illegal Possession of Drugs
   (a) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statute 90–89, or Schedule II, N.C. General Statutes 90–90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
   (b) For a first offense involving the illegal possession of any controlled substance identified in Schedules II through VI, N.C. General Statutes 90–91 through 90–94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing at his/her own expense, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. Residential students convicted of such offenses shall be removed from University housing in addition to the above.
   (c) For a second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, senior administrative officers, or EPA non-faculty employees.
3. Suspension Pending Final Disposition

When a student, faculty member, senior administrative officer, or non-faculty EPA employee has been charged by the University with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion or regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee, concludes that the person's continued presence within the University community would constitute a clear and immediate danger to the health or welfare of other members of the University community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

C. Penalties for SPA Employees

Discipline for SPA employees is prescribed in regulations published by the State Personnel Commission. Violations of this policy and of North Carolina state law on controlled substances shall be deemed "personal misconduct" actionable under these rules. Penalties for offenses described herein will be in accord with state policy.

VI. Oversight and Reporting

A. A campus coordinator will be responsible for overseeing all actions and programs relating to this policy.

B. The Chancellor shall submit annually to the Board of Trustees and to the President of the University a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major education activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs.

This policy shall be effective with the beginning of fall term, 1988.

VII. Operational Procedures

Under the University's *Policy on Illegal Drugs* (hereafter referred to as "the *Policy*"), conduct proceedings against a student will be initiated when two requirements are met;

- There is a reasonable basis for believing that the person has violated the *Policy* or North Carolina law pertaining to controlled substances; and
- The alleged conduct is deemed to harm the interests of the University.

The first requirements, above, can be satisfied by either of the following:

- A conviction or a guilty plea resulting from criminal prosecution, or
- Independent evidence obtained by University officials, including police officers.

This statement established certain procedures and guidelines for determining when the second requirement is met.

A. Conduct Occurring Beyond Campus Boundaries

Alleged conduct involving the illegal use of drugs occurring beyond the boundaries of the campus may be considered harmful to the University. The Administrative Hearing Officer in the Division of Student Affairs will initiate conduct action when these minimal conditions are present:

- Such alleged conduct occurs within Guilford County during a period in which the student is actively enrolled as a student at the University; and
- Such alleged conduct had resulted in the felony-level charges of possession/trafficking made by a civil authority.

Other conduct occurring beyond the campus may also be actionable under the *Policy on Illegal Drugs*, depending on the circumstances.

B. Conduct Occurring Within Campus Boundaries

Alleged conduct involving illegal use of drugs which occurs within the boundaries of the campus will normally be considered harmful to the University. Conduct action under the *Policy* will be initiated according to the following procedures:

An administrative officer, including any member of the Residence Life staff, who discover a student engaged in illegal conduct involving drugs, will immediately inform the student that such conduct is prohibited under conduct regulations.

The officer will report the incident to the appropriate University office, as follows, for consideration of whether disciplinary action under the *Policy* should be taken:

- A member of the Residence Life staff who encounters such conduct will report the matter to the immediate supervisor, who will inform the Associate Director of Residence Life for Student Development. The Associate Director will report the facts of the incident to the Administrative Hearing Officer for a decision on whether conduct proceedings should be initiated.
- All other University personnel encountering instances of conduct involving illegal drugs will make report to the Administrative Hearing Officer for conduct action.
- The report of drug-related behavior to the Administrative Hearing Officer may be accompanied by an explanation of mitigating factors. Such mitigating factors may include but are not limited to the isolated or singular character of the incident as evidenced by a student's unusual conduct in comparison with what is known to be his/her normal behavior, and the absence of prior reports of similar acts by such students.

The Administrative Hearing Officer will consider actions under the Policy in consultation, as necessary, with other officers of the University. In making each decision, the Administrative Hearing Officer will consider all relevant circumstances, including reports, if any, of mitigating factors.

Charges will be made and hearings will be held in accord with the *Student Code of Conduct* published by the Office of the Vice Chancellor for Student Affairs and contained in the *UNCG Calendar/Student Handbook* and on the University's Web site at http://studentconduct.uncg.edu/policy.

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[1]*Non-faculty personnel whose employment is exempt from the State Personnel act*

[2]*Staff personnel whose employment is subject to the State Personnel Act*

[3]*The term "trafficking" is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts that is the subject of North Carolina General Statute 90–95 (h).*

Appendix C

All-University Liberal Education Requirements (AULER) Effective Fall 1991 through Summer 2001

Undergraduates who initiated college-level course work from regionally accredited post-secondary institutions fall 1991 through summer 2001 are subject to All-University Liberal Education Requirements (AULER).

Forty-five semester hours of course work comprise a minimal core of fundamental knowledge and intellectual skills which the faculty at UNCG believe all university-educated persons should possess. These hours are organized into the areas described on the following page. Courses satisfying these requirements have been approved by the appropriate University Instructional Area committee, the College Council of the College of Arts and Sciences and the Undergraduate Curriculum Committee. Each committee has reviewed from a different perspective the courses proposed. Guidelines followed in the selection process included: selecting only those courses considered to be fundamental, basic, and central to the instructional category; keeping the number of courses in each category as small as possible, emphasizing breadth of coverage rather than depth of examination; and, preferring courses open to freshmen and sophomores that have no prerequisites.

All **undergraduate degree programs** have **AULER requirements. With few exceptions, the full 45 semester hours are required.** Certain professional programs have been permitted to reduce slightly the number of AULER credits required in order to meet accreditation or licensing standards. Such exceptions are clearly noted in the descriptions of these special professional programs. **In addition, programs in the College of Arts and Sciences may exceed the requirements in several categories.** These differences are noted in the appropriate description of College/School requirements for a particular program.

The list of courses which satisfy AULER may be modified from time to time. The student's advisor is an additional source of information on the status of courses which currently meet the requirements.

The following table provides a brief description of each Liberal Education Requirement Area as well as indicating the number of semester hours which are required in that area. A complete list of currently approved AULER courses follows the table.

AULER Requirements by Areas	S.H. Required
1. Analytic and Evaluative Studies A study of abstract systems of thought and evaluative concepts fundamental to intellectual inquiry and values: includes ethics, metaphysics, epistemology, historiography, religious thought and traditions, and cultural anthropology.	3
2. British or American Literature A study of selected major works of prose and poetry written in Britain or the United States.	3[AP]
3. Fine Arts A study of how ideas and feelings are shaped into artistic form in the visual arts, theatre, cinema, dance, or music.	3[AP]
4. Historical Perspectives on Western Culture A study from an historical point of view of formative periods in Western culture, looking at fundamental ideas, institutions, philosophical traditions, or literary and artistic masterpieces.	3[AP]
5. Mathematics A study of major concepts, theories, methods, and applications of the mathematical sciences.	3[AP]
6. Natural Science A study of basic physical or biological sciences with attention to the methods of scientific investigation.	6[AP]
7. Non-Western Studies A study of fundamental cultural forms, expression, socio-political structures, and habits of mind that are distinctly different from Western cultural traditions.	3
8. Reasoning and Discourse Training in reasoning well, reading critically, writing cogently, or speaking persuasively.	6[AP]
9. Social and Behavioral Sciences A study of individuals, society, and human institutions and systems with an emphasis on the effect of social and environmental factors on individual experiences and behavior, and on the structures and mechanisms of societies.	6[AP]
10. World Literature A study of selected major works of prose and poetry written outside of Britain and the United States.	3
11. Electives Six additional s.h. in a foreign language* at any level or from any of the areas specified above.	6[AP]
Total S.H. Required by AULER	**45**

[AP] *Indicates that AP credit is available in these categories; see p. 18 for AP course listings.*

**Students are reminded that they will be eligible for election to the UNCG chapter of Phi Beta Kappa only if they have completed the equivalent of six s.h. of foreign language study at the intermediate (203–204) college level.*

Approved AULER Courses

As of the date of this publication, the following courses have been selected to satisfy the requirement in the areas designated. The appropriate distribution designation (AE, BL, FA, HP, MT, NS, NW, RD, SB, WL) also appears after the description of courses in the respective departments.

Approved AULER Courses by Area

Analytic and Evaluative Studies (AE)
3 semester hours required
Anthropology 213, 360
Broadcasting & Cinema 326
Classical Civilization 350
History 311, 360
Honors 206
Philosophy 111, 119, 121, 220, 331, 359
Political Science 105
Religious Studies 101, 104, 107, 109, 207, 232, 251, 309, 326, 328
Women's and Gender Studies 350

British or American Literature (BL)
3 semester hours required
English 104, 105, 106, 107, 211, 212, 251, 252, 331, 339, 340, 341
Theatre 381

Fine Arts (FA)
3 semester hours required
Art 100, 101, 323
Broadcasting & Cinema 101, 225
Dance 101, 200, 323
Honors 205
Music 214, 241
Theatre 100, 130, 205, 323, 502

Historical Perspectives on Western Culture (HP)
3 semester hours required
African American Studies 201
Classical Civilization 201, 202, 211, 212, 220, 230, 323
Communication Studies 305
Geography 102
German 215, 216
History 211, 212, 220, 221, 222, 223, 251, 252, 301, 302, 327, 335, 336, 368, 369, 373, 374, 397
Honors 201, 202
Philosophy 251, 252
Religious Studies 131, 202, 204, 210, 212, 215
Western Civilization 101, 102

Mathematics (MT)
3 semester hours required
Mathematics 112, 115, 120, 150, 151, 191
Statistics 108

Natural Science (NS)
6 semester hours required
Anthropology 253, 331
Biology 105, 111, 112
Chemistry 103, 104, 106, 110, 111, 112, 114, 115
Geography 103, 111, 111L, 311, 311L, 314, 314L
Honors 203, 204, 215
Nutrition 213
Physics 203, 205, 205L, 209, 211, 212, 235, 291, 292
Psychology 230
Consumer, Apparel, and Retail Studies 211

Non-Western Studies (NW)
3 semester hours required
Anthropology 100, 325, 330, 333, 335, 337
Art 102
Geography 104, 114, 303
History 203, 204, 215, 216, 239, 377, 381, 383, 384, 385, 386
Music 343
Political Science 290, 391
Religious Studies 111, 218, 220, 221, 223, 225, 250, 351
Sociology 300
Consumer, Apparel, and Retail Studies 121
Theatre 506
Women's and Gender Studies 333

Reasoning and Discourse (RD)
6 semester hours required
English 101 and one of the following courses:
Communication Studies 105, 341
English 102, 223
Philosophy 115, 310

Social and Behavioral Sciences (SB)
6 semester hours required
African American Studies 210
Anthropology 212, 258
Broadcasting & Cinema 325
Communication Studies 200
Economics 101, 201, 202
Exercise and Sport Science 330
Geography 105, 202, 301, 344
Health 201, 260
Honors 208
Human Development and Family Studies 211, 212, 302
Political Science 100, 210, 240, 260
Psychology 121
Sociology 101, 201, 222, 227
Social Work 311
Specialized Education Services 240
Women's and Gender Studies 250

World Literature (WL)
3 semester hours required
Classical Civilization 205, 227, 228, 305, 306, 321, 324, 325, 326
English 201, 202, 204, 371
French 222, 323, 353
German 217, 218, 221
Honors 207
Italian 222
Religious Studies 315
Russian 201, 202, 313, 315, 316
Spanish 222, 351, 402, 403, 404, 405

Electives
6 semester hours required
Six additional s.h. from any of the areas specified above or in a foreign language at any level.

Total semester hours required 45

AULER Credit Through Study Abroad

In addition to the above listed courses, students may receive AULER credit for courses taken in three overseas programs offered by the University's Office of International Programs:

Fall Semester in Britain
Language and Literature of Twentieth Century Criticism (FA)
European Nations and States (HP)
Sociology: European Social Structures (SB)
Political Science: British Institutions and Politics (SB)
Human Geography: The Making of Europe (HP)
Environmental Principles (NS)

Fall Semester in Finland
Cultures and Societies of Scandinavia (SB)
Indigenous Cultures of the Polar Region (NW)
Arts of Scandinavia (FA)
Finnish and Scandinavian Literature in Translation (WL)
Nordic Nature and Environment (NS)

Spring Semester in Poland
Arts in Contemporary Poland (FA)
Culture and Society in Contemporary Poland (SB)
Evolution of Political Systems in Eastern Europe (SB)
History of Poland (HP)
Transition of Central European Countries to Market Economies (SB)
Polish Literature in Translation (WL)

For information about these courses contact the Office of International Programs, 127 McIver Street, UNCG, 336/334-5404.

College of Arts & Sciences Liberal Education Requirements (CLER) Effective Fall 1991 through Summer 2001

College Requirements

Included in the list below are the College requirements that differ from AULER along with the designated courses that meet those requirements.

1. Writing-Intensive Courses

To emphasize the importance of writing both as an essential skill and as a tool for learning, the College requires students to take four Writing-Intensive courses, not to include ENG 101 or 102 or their equivalents.

a. At least one of the four Writing-Intensive courses must be in the lower division (200 and below), at least one in the upper division (300 and above), and at least one in the department or program of the student's primary major. A single course may satisfy both the requirement for a course in the major and one of the requirements for a course at a specific level (lower- or upper-division), as long as a total of four Writing Intensives are taken.

b. Students transferring to UNCG as sophomores, and returning students who completed 30–59 semester hours of their course work at UNCG prior to 1989, are required to take three writing-intensive courses, distributed as in 1-a above. Students transferring to UNCG as juniors, and returning students who completed 60–89 semester hours at UNCG prior to 1989, are required to take two writing-intensive courses, at least one of which must be in the department or program of their primary major. Students who transfer as seniors, or who return having completed 90 or more semester hours at UNCG prior to 1989, must take one writing-intensive course. NOTE: Writing-intensive courses may also meet AULER, College, or major requirements.

Students who obtain a score of 5 on the English Advanced Placement Literature and Composition examination are exempted from one of the required lower-division writing-intensive courses. Contact the Department of English for further information.

College Liberal Education Requirements (CLER)	S.H.
2. Analytic and Evaluative Studies (CAE)	3
3. British or American Literature (CBL)	3[AP]
4. Fine Arts (CFA)	3[AP]
5. Historical Perspectives on Western Culture	6[AP]

Six semester hours required, including one course from each category:

a. Premodern (CPM) (3 s.h.)

CCI 201, 202, 211, 212, 220, 230, 323; GER 215; HIS 220, 221, 222, 251, 368, 369, 373; HSS 201[1]; PHI 251; REL 202, 204, 210; WCV 101

b. Modern (CMO) (3 s.h.)

AFS 201; GEO 102; GER 216; HIS 211, 212, 223, 252, 301, 302, 327, 335, 336, 374, 397; HSS 202[1]; PHI 252; REL 131, 212, 215; WCV 102

6.	Mathematics (CMT)	3[AP]
7.	Natural Science	9–10[AP]

Nine to ten semester hours required including one laboratory course (indicated by an asterisk), and at least one course from each category:

a. Physical Science (CPS) (3–7 s.h.)

CHE 103, 104, 106, 110*, 111, 112*, 114, 115*; GEO 103, 111, 111L*, 311, 311L*, 314, 314L*; HSS 203[1]; PHY 203, 205, 205L*, 209, 211, 212, 235, 291, 292; TDM 211

b. Life Science (CLS) (3–7 s.h.)

ATY 253*, 331; BIO 111*, 112*, 105; HSS 204[1], 215; NTR 213; PSY 230

8.	Non-Western Studies (CNW)	3
9.	Reasoning and Discourse (CRD)	6[AP]
10.	Social and Behavioral Sciences (CSB)	9[AP]

Nine semester hours required: three courses from three different departments

11.	World Literature (CWL)	3
12.	Foreign Language (CFL)	0–12 or proficiency[AP]

Intermediate-level proficiency in one language required. Proficiency may be demonstrated by placement test or by completing course work (through course number 204**) in: French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, and Spanish.

***In German, proficiency may also be demonstrated by completing GER 311.*

Non-native speakers of English are exempted from the College foreign language requirement.

[1]Indicates an Honors course requiring Honors Programs' permission prior to registration.
[AP]Indicates that AP credit is available in these categories; see p. 18 for AP course listings.

CLER Credit Through Study Abroad

In addition to the above listed courses, students may receive CLER credit for courses taken in three overseas programs offered by the University's Office of International Programs:

Fall Semester in Britain

Language and Literature of Twentieth Century Criticism (CFA)
European Nations and States (CHP—CMO)
Sociology: European Social Structures (CSB—SOC)
Political Science: British Institutions and Politics (CSB—PSC)
Human Geography: The Making of Europe (CHP—CPM)
Environmental Principles (CPS)

Fall Semester in Finland

Cultures and Societies of Scandinavia (CSB)
Indigenous Cultures of the Polar Region (CNW)
Arts of Scandinavia (CFA)
Finnish and Scandinavian Literature in Translation (CWL)
Nordic Nature and Environment (CLS)

Spring Semester in Poland

Arts in Contemporary Poland (CFA)
Culture and Society in Contemporary Poland (CSB—SOC)
Evolution of Political Systems in Eastern Europe (CSB—PSC)
History of Poland (CHP—CMO)
Transition of Central European Countries to Market Economies (CSB—ECO)
Polish Literature in Translation (CWL)

For information about these courses contact the Office of International Programs, 127 McIver Street, UNCG, 336/334-5404.

All students in the College must fulfill the foregoing College Requirements. A course in the major may be used to satisfy College liberal education requirements.

Requirements for each of the degrees offered by the College of Arts and Sciences are included in the descriptions of majors, concentrations, and minors under the respective departments.

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33A Brown Building Annex
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32 Carmichael Building
41 Chancellor's House (Enrollment Services)
174 Chemical Safety Facility
10 Coit Hall
21 Cone Hall
99 Cone Building
8 Cotton Hall
45 Curry Building (School of Education)
22 Dining Halls
63 Eberhart Building
40 Elliott University Center
43 Faculty Center
86 Ferguson Building
37 Forney Building
44 Foust Building (College of Arts & Sciences)
16 Gove Student Health Center
58 Graham Building
6 Gray Hall
20 Grogan Hall
143 Grounds Maintenance Building
25 Guilford Hall
98 HHP Building (School of Health & Human Performance)
5 Hinshaw Hall
59 Gray Home Management House
39 Jackson Library
9 Jamison Hall
26 Mary Foust Hall
38 McIver Building
169 McIver St. Parking Deck
57 McNutt Building
18 Mendenhall Hall
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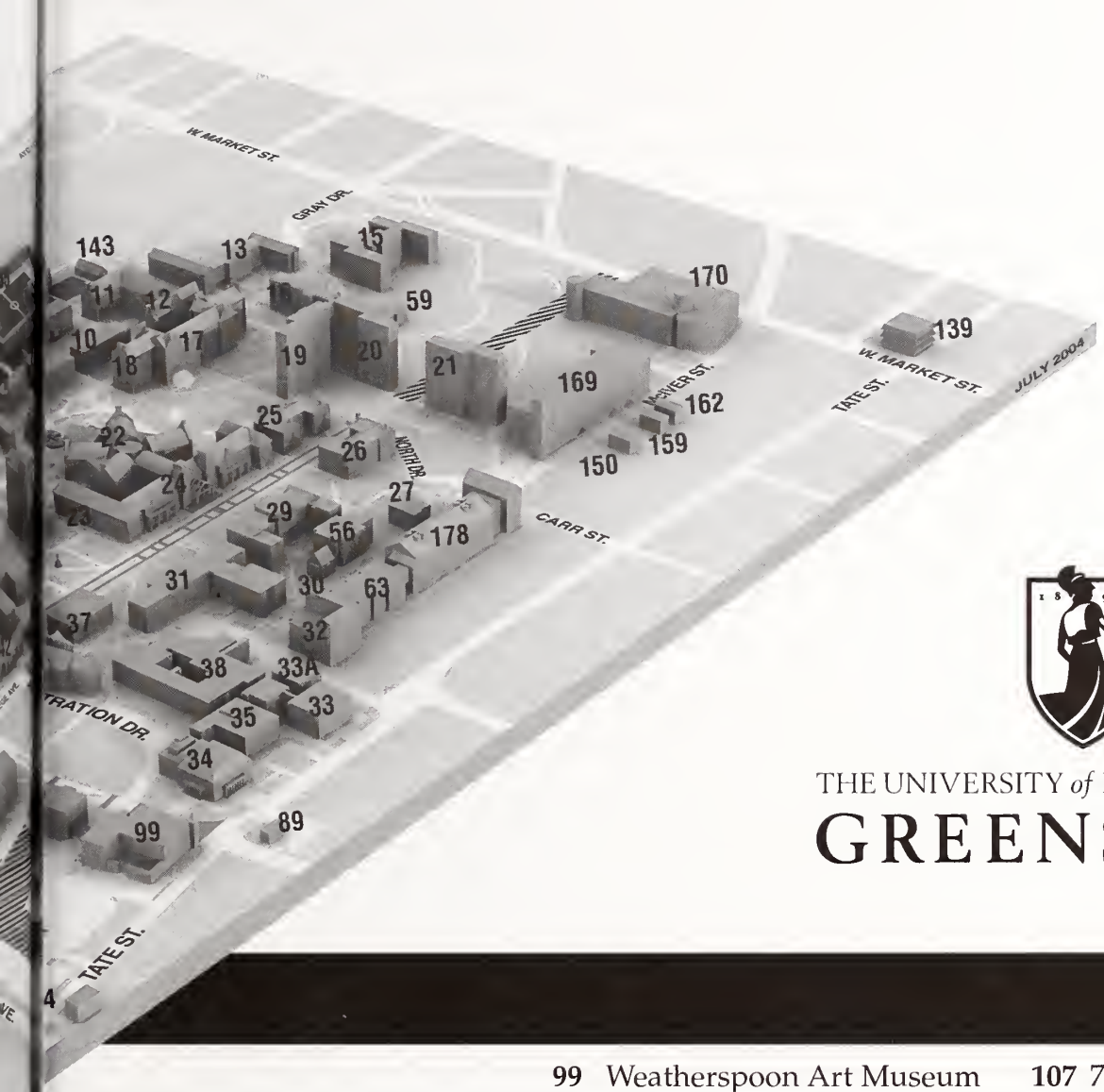
13 Moore-Strong Hall
80 Mossman Building (University Administration)
170 Music Building (School of Music)
24 North Spencer Hall
252 Oakwood Ave. Parking Deck
45A Hall for Humanities *(scheduled to open in 2006)*
29 Petty Building
15 Phillips-Hawkins Hall



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GREENSBORO

July 2004

17 Ragsdale Hall
19 Reynolds Hall
178 Science Building
4 Shaw Hall
48 Sink Building
142 Smith Campus Ministries Building
135 Soccer Stadium
23 South Spencer Hall
96 Spring Garden Apartments
49 Steam Plant
31 Stone Building (School of Human Environmental Sciences)
134 Student Recreation Center
58A Studio Arts Center *(scheduled to open in 2006)*
35 Taylor Building
137 Tower Village
141 Walker Ave. Parking Deck
99 Weatherspoon Art Museum (Cone Building)
12 Weil Hall
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162 117 McIver St. (Carter Child Care Center)
159 119 McIver St. (Genetic Counseling, Gerontology)
150 127 McIver St. (International Programs Center)
27 310 McIver St. (Child Care Center)
30 320 McIver St. (Nursing Annex)
144 500 Forest St. (University Relations)
94 525 Tate St. (University Graphics & Printing)
64 536 Highland Ave. (Family Research Center)
107 723 Kenilworth St. (Financial Aid)
89 996 Spring Garden St. (University Police)
139 1100 West Market St. (University Offices)

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